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ABSTRACT

Results of research and evaluation carried out by the To Educate the People Consortium are reported. (The purpose of the consortium is to create a national network of humanities-based adult-oriented college programs offering an interdisciplinary curriculum leading to an associate or baccalaureate degree for blue-collar and low-status white collar workers.) Following an overview of the consortium, chapter 2 reports on the Outside Evaluation Committee that provides individual programs and the consortium with an on-going critique based on field experiences and observations. Chapter 3 presents results of a series of studies using student surveys to gather information on reasons for enrolling, tuition financing, socioeconomic characteristics, and career expectations. In chapter 4 the curriculum plans of the operational programs are provided. Results from a survey of faculty attitudes are also presented. Separate sections are devoted to telecourses, skill development efforts, and planned consequences of these humanities-based curricula. Chapter 5 reports on the status of the outreach effort. Chapter 6 presents selected results from research projects in progress and suggests trends in the research and evaluation efforts of the consortium. Chapter 7 offers concluding remarks. (YLB)

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the People
Consortium

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TO EDUCATE THE PEOPLE CONSORTIUM
EVALUATION AND RESEARCH REPORT

Richard C. McMann

July, 1981

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To Educate the People: Research and Evaluation Report

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The To Educate the People Consortium "OCCASIONAL PAPERS" are issued 6 to 8 times per year. For information, contact the Consortium at (313) 577-2258 or write 5229 Cass Avenue, Room 301, Wayne State University, Detroit, Michigan, 48202.

1. INTRODUCTION

This document reports the results of research and evaluation efforts carried out by the To Educate the People Consortium. These efforts have been not only a response to the reporting requests of the Consortium's principal funding agencies -- The Fund for the Improvement of Postsecondary Education and the National Endowment for the Humanities -- but also to speak to the desire of member programs to better understand their particular and their common condition, as well as the requests for potential Consortium members for critical and empirical materials with which to assess the Consortium in relation to their own needs.

These research and evaluation efforts have taken a form thought to be appropriate to the needs and condition of the Consortium at this early stage of its development. Consequently, this report takes on a form which deserves some explanation. This explanation begins by identifying the context; that is, the Consortium itself.

The Context

American higher education is moving in many ways to tap the immense potential of the working adult population. One increasingly discussed strategy -- and the topic of the 1981 National Conference of the American Association for Higher Education -- is that of partnerships. That promotion of new partnerships will strengthen higher education is unquestionable. What is questionable is whether these new partnerships, created in pursuit of the working adult constituency, will change the status of adult education from a peripheral to a central concern in higher education. What is also questionable is whether the programs which result from these partnerships will be at the expense of the relative position of the humanities within higher education, and thus the definition of higher education itself.

The To Educate the People Consortium is one effort to create a system of partnerships operating at both the national and local levels involving institutions of higher education, labor unions, business, television broadcasters and others. Its purpose is to accomplish what no member could do alone: the creation of a national network of humanities-based adult-oriented college programs as a permanent fixture in American higher education. Today, this partnership is operational on ten campuses in eight states and predicts the establishment of fifteen to twenty-five additional programs by the fall of 1982. Each program offers an interdisciplinary curriculum leading to an associate or baccalaureate degree via an innovative delivery system. Each program has targeted working adults as its proper constituency, with particular emphasis on blue-collar and low status white-collar workers. Each program is not only in active partnerships with all others, but is itself a subsystem of internal partnerships and external alliances.

The central component around which this system of partnerships is organized is a curriculum and delivery model first developed at Wayne State

University and favorably evaluated by a UNESCO Mission (1976): the University Studies and Weekend College Program. This model was designed to create a new relationship between the institution and working adult students by overcoming barriers which are not inherent to higher education, but the result of previous demographic and historical developments. This relationship is carried out at both the curricular and organizational levels.

The curriculum, which will be described in Chapter Four, may be summarized as a thematically integrated, interdisciplinary program of study leading (in its initial form) to a Bachelor of General Studies degree. It is a curriculum which consciously recognizes the wealth of life experience which the adult brings to education and attempts to create a psychological bridge between that life experience and the faculty's knowledge and experience in dealing with the world of ideas.

While the content of the curriculum is related to the experience of adults, the organization and delivery of the curriculum is related to their psychological and logistical conditions in two ways: 1) students are encouraged to complete all the required courses of one interdisciplinary division before moving on to another division, and 2) all the courses offered by each division each term are thematically integrated.

By wedding the curriculum to an innovative delivery system of once-a-week workshops, term-length telecourses and weekend conferences, students are allowed to complete their studies in a minimal amount of time -- four calendar or five academic years in the case of the baccalaureate version.

Offered as a system, and experienced as such by the students, the model allows a working adult student to pursue a degree full-time by drastically reducing travel time, minimizing and consolidating classroom seat-time, maximizing psychological integration, and building a curriculum which addresses the psychological distance between the student's world of experience and the university's disciplinary organization of knowledge.

Chapter Six will present some preliminary results from a study of the graduates of the original model at Wayne State, being conducted under a grant from the National Institute of Education, which suggest that virtually all of the over 750 graduates completed their coursework in minimal time despite their status as full-time workers.

With the model proven successful in Detroit, efforts began to disseminate it nationally. Early assistance from the Ford Foundation and the National Endowment for the Humanities supported a critical analysis of the evolution of the model which led to a series of seminars attended by dozens of academics, labor leaders and public broadcasters. This, in turn, led to the formation of the To Educate the People Consortium and a unique form of partnership.

In order to assist one another in initiating new programs adapted from the Wayne model, the Consortium members, with start-up support from the

Fund for the Improvement of Postsecondary Education and the National Endowment for the Humanities, developed a series of critical functions around which members would cooperate for mutual benefit. These functions included curriculum development, faculty and staff development, telecourse utilization, research and evaluation, and the cultivation of national and international links with potential Consortium partners and supporters.

One of the more interesting aspects of this partnership is the "regenerative resource base" experiment supported by FIPSE. Under this experiment, FIPSE provides the Consortium with three consecutive one-year grants of diminishing value. During the first year, the Consortium awards grants to several new programs to aid them with initial program expenses. Each recipient is required to repay the award over a period of three years at the rate of 25%, 35% and finally 40% of the original allocation. These repayments may be made in money or in services.

During the second year, the Consortium receives a smaller FIPSE grant which it awards to additional new programs. While these programs of the second year are receiving smaller FIPSE awards than did the programs of the first year, they will also be able to share in the money and services being repaid the Consortium during that year. Finally, programs beginning in the third year of the experiment will receive even smaller FIPSE awards, but will be able to share in the money and services being repaid by the programs which began in the first and second years. Thus, the value of the total fund allocated to the Consortium by FIPSE over a three-year period will be equal to the value of the money and services which Consortium members will exchange in the final year of the experiment.

If the experiment is successful, it will provide start-up resources for more institutions implementing the model than would direct funding and will do so in a manner which will develop a system of sharing resources and experience within a network of financial and professional obligations.

In addition to the FIPSE experiment, NEH, alert to the need to make the humanities central to the survival strategies of higher education, has awarded direct grants to a number of programs as well as critical funding for the five Consortium-wide partnership functions mentioned earlier.

There is another element of the Consortium which should be mentioned here. In addition to the partnership among To Educate the People programs, there also exist cooperative relations and alliances in such other institutions as organized labor and public broadcasting.

In Detroit, the local public broadcasting station (WTVS) was a critical factor in both the creation and broadcasting of the Weekend College program's telecurriculum. Elsewhere throughout the Consortium, many of the newer programs rely heavily on the cooperation of public stations.

Regarding organized labor, the early collaboration between the Wayne State program and the United Automobile Workers is being replicated on a larger scale.* Since the TEP Consortium is, most centrally, an effort to extend higher education to those adults who historically have been both structurally and culturally excluded, the Consortium considers partnerships with organized labor at every level to be both organizationally and socially important. These levels include TEP program advisory boards, evaluation consultancies, recruitment assistance, the development of labor studies courses and programs, and many more.

This, in broad outline, is the origin, organization and purpose of the To Educate the People Consortium, the context of this report.

Organization of the Report

This report is divided into five major sections. The first - Chapter 2: The Outside Evaluation Committee - results from the work of a twelve-member committee of academics, students and labor leaders drawn from around the country. This committee of persons sympathetic to the goals of the Consortium, but not directly involved in implementing programs was designed to provide the Consortium with a holistic perspective of its operational programs. This activity, supported as part of a larger grant from the National Endowment for the Humanities, is considered by the Consortium to be one of its major functions. The To Educate the People

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* For a history of the Weekend College - UAW relationship see: Stack, H. and C. Hutton, eds. 1980. Building New Alliances: Labor Unions and Higher Education. New Directions for Experiential Learning, No. 10. CAEL, Jossey-Bass, Inc.

Consortium is engaged in an effort both unique and complex. Success of a particular program means translating the idea of the model into a particular reality and involves winning support from an administration, securing financial resources, gaining faculty and administrative approval of a non-traditional curriculum, finding faculty members willing to participate, developing genuine relationships with organized labor, negotiating with television stations, and many, many other factors. There is no single body of tradition, no group of experts to which program directors and their associates can turn. A central purpose of the Outside Evaluation Committee, then, is to create such a group of experts and to begin to organize such a body of tradition, in a fashion both immediately useful to operational programs and strategically advantageous to an emerging national network. If the work of this committee places greater stress on organizational matters as opposed to curricular matters, it is with the understanding that a humanities-based curriculum for adults cannot be made a central feature of higher education through weak and disorganized programs.

Chapter Three presents a series of empirical studies of the students. Given the uniqueness of TEP programs, there are many questions one would wish answered regarding the socio-economic background of the students (e.g., "Are they largely the targeted blue-collar and low-status white-collar workers?" "Are they persons who would otherwise enroll in regular campus programs?", etc.), their motivation (e.g., "Why would blue-collar workers go to college?"), and so on. Not all the questions which could and should be asked are adequately answered by these reports. They are, however, the necessary beginning to the systematic study of the ultimate value of the Consortium.

Chapter Four reports on several aspects of the curriculum. It is an effort to sketch how the original model is realized in practice by operational programs, since no member program is expected to exactly duplicate the model. Nor is it expected that faculty and students will react to the developing curricula with nothing but whole-hearted support. Thus, this section also reports a modest study of faculty reactions and their perceptions of the students and the reactions of the students to the curriculum.

This chapter also contains a separate section devoted to one aspect of the curriculum: telecourses. As the most unique and most common component of the TEP curricula, the telecourses deserve special treatment.

In addition, this chapter includes material on efforts at skills development -- an item of general concern in academia and of particular concern to the Consortium, given its non-traditional curriculum and clientele. Finally, the chapter ends with a few notes on some unplanned consequences of the curriculum for the humanities.

Chapter Five is a report on another special function of the Consortium: the Outreach Effort. In addition to providing the reader with a quick summary of the operational programs, this chapter further examines programs which are about to become operational, institutions which are at some stage of active planning or merely considering the idea. Also mentioned are institutions which appear, for whatever reason, to have decided against adoption.

This chapter concludes with descriptive material on two other important aspects of the outreach effort: the interaction between the academic components and organized labor, and efforts to establish linkages between the Consortium and educational and labor organizations elsewhere in the world.

Finally, Chapter Six outlines and presents selected results from a number of research projects still in progress and suggests apparent trends in the research and evaluation efforts of the Consortium.

Before turning the reader over to a series of reports, one final comment seems in order. As the Consortium matures and expands, its members will have collaborated in many ways to field-test and refine a humanities-based curriculum and delivery model for working adults in a variety of institutional settings -- two-year and four-year institutions, under state-centralized, district controlled and more autonomous conditions -- in varying geographical and cultural settings, and involving different sorts of alliances and partnerships with such other key institutions as television and labor.

These reports are offered, not as conclusive evidence that this or that goal has been accomplished or not accomplished, but as evidence of the developing nature of an event, the exact outcome of which no one can predict with certitude. More precisely, these are offered as evidence that the idea of the Consortium -- the creation of a national network for humanities-based programs for working adults as a central feature of American higher education -- is both practical as an idea and in-progress as an event.

2. THE OUTSIDE EVALUATION COMMITTEE

This chapter reports on the work of the Consortium's Outside Evaluation Committee. The purpose of the Outside Evaluation Committee (OEC) is to provide particular programs and the Consortium as a whole with the services of a group of persons sympathetic to the goals of the Consortium, but sufficiently detached from its operational programs that they are able to provide the Consortium with an on-going critique based on field experience with operational programs and on their observations at Consortium-wide events. In the process of developing this critique, the OEC will simultaneously evolve a body of persons expert in the implementation process, the kinds of problems which occur in various institutional settings, and how these problems may be resolved. It is further expected that, by remaining aloof from the day-to-day pragmatics of program survival and growth, this group will not lose sight of the intellectual and social principles for which the Consortium is the organizational vehicle. In this capacity, the OEC serves as a sort of "conscience of the Consortium."

The composition of the OEC is designed to facilitate its purposes by drawing upon persons representative of most of the principal components implicated in Consortium programs: teaching faculty with backgrounds in the humanities and adult education; high academic administrators; students; labor leaders; and those who, by virtue of personal background and professional activities may be counted upon to bear in mind the interests of women and minorities.

In alphabetical order, the current members of the Outside Evaluation Committee are:

Eric A. Bockstael is Associate Professor, Division of Urban Humanities, the University Studies/Weekend College Program at Wayne State University. A former freelance journalist for French, Belgian and Canadian magazines, Professor Bockstael has devoted much of his fifteen years as an academic to promoting the humanities through the concept of "living culture." His activities have included cultural animation projects, a television series on the Faust legend, numerous publications and radio series in North America, South America and Europe on political and cultural affairs, and liaison with many international bodies, including UNESCO, the Organization for Economic Cooperation and Development, and the Belgian and French Ministries of Education, among others. Professor Bockstael is now on leave, and currently Director of a program to develop higher education for working adults at the Catholic University of Louvain, Brussels, Belgium.

William M. Cave is Professor of Education, School of Education, the University of Michigan. Professor Cave has long been active in educational sociology and in adult and continuing education programs. He has published several books and numerous articles in the U.S. and abroad in the area of education and social change. He has also had extensive field research in India (Fulbright Senior Researcher), and the Soviet Union (Soviet Central Asia-HEW Project on Social Change), was Visiting Professor, University of Edinburgh, Scotland, and serves as a consultant to UNESCO and to OECD (Paris).

Edgar R. Czarnecki is Assistant Director, Department of Education, AFL-CIO. Dr. Czarnecki, who has a Ph.D. in Economics from Georgetown University, is a former councilman and a former mayor of Iowa City, Iowa and was Assistant Director of Research & Education for the International Brotherhood of Electrical Workers (Washington, D. C.), and program Director/Associate Professor, Center for Labor and Management at the University of Iowa before his present position. Dr. Czarnecki has written numerous articles on the subjects of manpower planning, guaranteed annual income, union representation elections, profit sharing plans, economic education and higher education.

William Ford, Jr., is a senior in the University Studies & Weekend College Program, Wayne State University. Mr. Ford has worked as a supervisor in an automobile plant, and has been active in US/WCP student activities, and experienced in various social and political efforts.

Lois Gray is Professor, Associate Dean and Director of Extension at Cornell University New York State School of Industrial and Labor Relations, where she directs a program of adult education which enrolls approximately 20,000 working adults each year. She also chairs the New York State Apprenticeship Training Council and serves on various board and advisory committees, including: Center for Women in Government, the Advisory Committee to the Degree Program offered by the Antioch College and the George Meany Center for Labor Studies, and the Labor Division of Empire State College. She is the author of numerous articles and monographs on adult and labor education, training, labor relations and the economic and social position of minorities and women.

Carroll M. Hutton is Assistant Dean for Continuing Education, Labor Education and Consultant for Adult, Labor, Minorities and Women's Education at Oakland University, Michigan. Mr. Hutton, a member of the United Automobile Workers for forty years, served the union in a variety of roles, culminating in the position of Director of Education for the UAW, International. He has been active in many phases of labor and education, including the design of dozens of courses and the development of several university labor studies programs. He has served as a consultant to the American Association of Community & Junior Colleges, the National Manpower Institute and many other organizations.

Hubert G. Locke is Professor, Graduate School of Public Affairs and Vice Provost for Academic Affairs, University of Washington. He is also the Director and Senior Fellow, Institute for the Study of Contemporary Social Problems. Professor Locke has extensive teaching and research experience in the areas of public affairs, urban studies, and human relations, and has written several books and numerous articles on race relations, theology and religion, and criminal justice. Professor Locke serves on the board of several civic, social and educational organizations and has received numerous awards for public service.

Deborah A. Owens is a junior in the University Studies & Weekend College Program. She is an employee of the Ford Motor Company and has been active in student organizations at US/WCP, as well as several social, religious and athletic organizations.

Richard Place is Assistant Professor of History at Wayne State University and a former Assistant Director for Faculty and Instruction at US/WCP. Professor Place's areas of interest include Early Modern Europe, the History of New France, Louis XIV's Foreign Policy and General Education of Adults. He has published numerous articles and reviews in these areas, and is currently conducting a project under the Canadian Studies Faculty Enrichment Programme.

Gumecindo Salas is Director of Division of Minority Programs, Michigan State University and is Secretary of the Michigan State Board of Education. Dr. Salas was instrumental in establishing the Chicano Y Boricua Studies Program at Wayne State University and has worked with public schools and community colleges in the areas of bilingual education and the problems of ex-migrant youth. He has served on many city, state and national organizations concerned with civic and, particularly, minority affairs, and has published several articles on Latino life.

John W. Schmidt is Professor and Assistant Vice Chancellor, University of Wisconsin at Oshkosh and former Professor and Chairperson, Department of Speech and Dramatic Arts, Central Michigan University. Professor Schmidt, in addition to extensive university committee and governance activities, has been very involved in the areas of forensics and drama and has published widely in these areas. In addition, he has been instrumental in developing continuing education activities and in liberal studies for working adults within the Wisconsin system.

Pamela J. Tate is Assistant Vice Chancellor for Alternative and Continuing Education, State University of New York, Central Administration. She is also Editor, Council for the Advancement of Experiential Learning Newsletter, and Editor-in-Chief, New Directions for Experiential Learning (Jossey-Bass/CAEL). She has also served as a trainer and evaluator for many educational, service and governmental organizations in the areas of internships and experiential learning.

In terms of procedure, the OEC held its first meeting in Detroit in January of 1980. The purpose of the meeting was to receive an orientation on the state of the Consortium and the charge to the committee, and to begin a discussion of proper areas of concern and criteria for determining "goodness of fit" between the original model and adaptations to local conditions.

At that time, the OEC determined that for its fieldwork, it would break down into four sub-committees of three to four members each. Each subcommittee would be responsible for a particular program and would visit the program twice, with each site visit lasting two days. Following the first round of visits, the sub-committees would reconvene in Detroit for a progress meeting. That progress meeting was held in June, 1980.

The programs evaluated (the only new programs operational at that time) were: State University College, Buffalo; State University College, Brockport; Longview Community College; and Minneapolis Community College.

Following the second round of visits (carried out in the fall of 1980) the OEC reconvened in Detroit in January 1981, for a final discussion of their first year experiences. The OEC was also represented at the Third Annual TEP Conference in Kansas City, in April of 1981, in order to interview delegates from the newer programs at Cleveland State University, Edinboro State College and South Florida University.

In defining its areas of concern, at the January, 1980, meeting, the OEC developed what it felt to be an approach both holistic and uniquely suited to the needs of the Consortium. The following are the ten areas adopted by the OEC:

1. Institutional Commitment. To test this most central element, the sub-committees interviewed a variety of officials from those involved in the programs directly to the highest officer of the institution available for interviews, typically the provost or vice president for academic affairs. Some of the particular items reviewed were budgetary status of the programs, position in organizational chart, evidence of thoughtful planning, and public statements of support.

2. Organization and leadership. Here the sub-committees considered the division of labor within the programs, the real areas of authority of program directors, linkages to faculty, ability to mobilize resources and leadership "style."

3. Faculty. The faculty were considered both in terms of their credentials and their tenure status, and for evidence of the consequences of their participation vis-a-vis institutional rewards. In interviews, the sub-committees were concerned with the role self-definition of the faculty, their experience with the students and their reactions to various aspects of the programs. In most cases, non-involved faculty of the host institution were also interviewed for their perceptions of the program.

4. Curriculum. Through discussions with faculty, examination of documents and, often, participant observation of classes, the sub-committees reviewed the curricula for thematic integration, inter-

disciplinarity, flexibility of design and how the model curriculum was adapted to local conditions.

5. Delivery System. The elements of the delivery system which received greatest emphasis were workshop accessibility, television accessibility, conference organization and planning for future logistical problems.

6. Student Services. Through interviews with directors, faculty, representatives of the academic staff and students, the sub-committees attempted to determine the real availability of counselling, knowledge of the program of faculty and staff and the level of off-campus services.

7. Students. In interviewing groups of students, the sub-committees were interested in ascertaining their academic and socio-economic background, their perceptions of the faculty and reaction to the curriculum, experience with the delivery system and future expectations regarding college and work.

8. Research. Here the sub-committees were interested in the program's participation in Consortium-wide research, internal research and knowledge of attrition rate and other program statistics.

9. Recruitment. In addition to identifying the target populations of the programs, the sub-committees examined the organization of the recruitment process, the resources allocated and, of course, levels of success.

10. External Relations. In order to understand the relation between the programs and other organizations and communities, the sub-committees examined each for the existence and quality of networks and relationships involving labor, business, community organizations and government. Also considered were the level of activity of advisory committees and strategies for future development of external relations.

B. Successes and Problems: TEP Programs in Practice

By John W. Schmidt, Assistant Vice Chancellor
University of Wisconsin at Oshkosh
and
Member, Outside Evaluation Committee

The following text is a revision of the address delivered by Dr. Schmidt at the To Educate the People Annual Conference in Kansas City, Missouri, April 29 - May 1, 1981.

The process to evaluate non-traditional programs can aptly be described by Wilbur Cohen's great parable about the wanderer in the mountains of Mexico. The wanderer is about to die in the mountains of Mexico. The next village is 15 miles away and as he comes around the corner of a rock there was a convent buried in the rock. He first thought it was a mirage but went up to the door to knock. The Mother Superior came and he said "I'm going to die if you don't help me." And she gave him some food and drink and then he said, "Could I possibly borrow your burro and go into the village and when I feel better I'll come back and bring some money for the convent." She said, "My son, you don't have to bring any money for the convent because that is what we are here for. Of course you can use the burro." And she brings the burro and he gets on it. He says giddap in Maxican but the burro doesn't move. He gets off and he raps on the door again. She says, "I'm sorry, I forgot to tell you the burro was brought up in a very religious atmosphere and it doesn't respond simply to orders. If you want it to walk you say very quietly thank God. If you want it to trot you say thank God, thank God. And if you want it to canter you say fairly loudly thank God, thank God, thank God. The wanderer said "Fine. Now what about if I want it to stop?" She said, "You say amen." So he got on the burro and said very quietly, "Thank God." And the burro began to walk. He was delighted and in a little while he said "Thank God, thank God." And the burro began to trot. And finally he gets to a plateau and there is nothing in sight. It is absolutely clear. And so he shouts out joyously, "Thank God, thank God, thank God!" And the burro takes off cantering, galloping and gets in about a hundred yards of a precipice and the wanderer realizes he is going to have to stop the burro but he can't remember the word for stop. And finally ten feet away he remembers and shouts "Amen." And the burro screeches to a halt two inches from the edge. And the wanderer sinks back and says "Thank God."

I am not sure whether the story pertains to the evaluation team or to the institutions who may have uttered "Thank God" when we departed. I hope that what I share with you this evening may help to avoid your program being perched in a perilous position at the edge of the precipice.

Let me begin with a brief statement about the evaluation process used by the Outside Evaluation Committee and the evolution thereof. The eleven individuals who constitute the original Outside Evaluation Committee are varied in background, type of position currently held, organization in which they work, and the extent of involvement in the Wayne State model or adaptation thereof. Two of the members are students in the Wayne State program. The committee initially met on January 24, 1980 to develop a statement about role and to identify initial topics to explore during orientation visits scheduled for the spring of 1980. Either a three- or four-person evaluation team visited one of the four programs selected. These programs are the PACE Programs at Buffalo State, SUNY-Brockport and Longview Community College in Kansas City, and the College for Working Adults at Minneapolis Community College in Minneapolis.

Following these spring visits the entire committee met at last year's first To Educate the People Program Convention in June to share notes about their orientation visits and to develop a set of guidelines for use when returning for a formal evaluative visit in the fall of 1980. Out of these discussions came a list of 10 areas in which programs should be evaluated. These are:

(1) Institutional Commitment
(2) Organization and Leadership
(3) Faculty
(4) Curriculum
(5) Delivery System
(6) Student Services
(7) Students
(8) Research and Evaluation
(9) Recruitment
(10) External Relations

For each of the 10 areas, a list of questions was developed.

Prior to the visit, requests were made to make available material, which pertained to the 10 areas, to the team members. In addition, some teams made requests as to individuals representing specified administrative and service functions with whom they would like to meet.

What I am going to share with you is a synthesis of the four evaluation reports and the committee's discussion about each individual institution's evaluation. I will not make specific references to an institution.

Clearly there were major strengths, three of which I will discuss. The first is faculty who teach in the program. These faculty exhibit a commitment to the students and curriculum and do so in several ways.

Faculty are excited about the students, who they are, and what they are trying to accomplish. There is a genuine feeling of reaching out to them and an appreciation for what they bring to the classroom in the way of experience and history. They find the students to be interesting, challenging, and worth the faculty members' time, energy and expertise.

Not only do the faculty express a commitment to the students but are equally supportive of the curriculum. The faculty accept and seem excited about the program's philosophy and conceptual design of the curriculum. In addition, the intellectual content seems to have engendered their support.

While not identified as such by them, these programs contribute clearly to the faculty's professional and individual development. There is a personal enthusiasm about the program and their role in it, and that their role is of value. Perhaps revitalization is the way to describe what seems to happen to many faculty. The program and their participation seems to have such appeal that instances occur where the faculty do not want to return to regular teaching assignments.

We were also made aware that the professional and individual development of these programs had an impact by altering the faculty's teaching methods in their other courses and teaching assignments.

Finally, faculty members were in general supportive of the delivery system and, in particular, of the weekly seminar and weekend conferences. Faculty have concerns about television but I'll share those when I talk about weaknesses.

A second major strength is the students. Without question these programs provide access to higher education for a group of people who, for the most part, felt they would probably never go on to college. Over and over again teams heard from students as to how the program removed some of the barriers which prevented them from even considering college. In this regard, off-campus sites seem particularly critical.

Students also seem to be very conscious of the quality of instruction offered and of the faculty commitment to both the program as well as to them as individuals.

Students do grasp key elements of the curriculum and its delivery system. Students are aware of the themes which serve to link courses and of the attempt to integrate concepts and content. Further, they seem to find the curriculum to be relevant. As to delivery system, only the telecourses concern the students. Their concern deals more with how the program makes use of telecourses and not whether a telecourse per se is relevant.

The final area I want to touch on about the students is their performance. None of the institutions visited appear to have "hard" data about student performance and, in particular about performance in comparison to a normative standard. We were regaled with anecdotal stories about students and their capabilities. In general, faculty boast about the level of performance being at least equal to that of the traditional students.

The third strength is that these programs are extant evidence that institutions of higher education can build alliances with organizations whose essential purpose is not education. In light of the 1981 American Association of Higher Education National Conference theme of partnerships, such evidence becomes significant. A similar call for liaisons can be found in recent publications and presentations by opinion leaders in higher education. These sources emphasize the need to develop external relations, alliances and an interdependence in order for our institutions to be more responsive to the changing role of higher education. These programs demonstrate that it is possible to develop and involve those external to the university in an alliance to serve a new group of students. Further, these alliances forge a link to an academic credit degree program, the significance of which should not be overlooked. Instead of only looking inward to develop and then deliver a degree program, these institutions reach outside for sustenance in design, content, delivery system, and students. That is a truly remarkable event in higher education.

Let me now turn to areas about which the evaluation committee has concerns. The first of these involves the faculty, both those who teach in the program and those who do not.

At the outset it should be noted that all the programs evaluated assign regular faculty to teach in the program as part of that faculty member's load. With few exceptions, faculty are not given additional compensation for teaching in the program nor are they permanently assigned to the program. That means that these faculty retain departmental affiliation as a home base. My comments, therefore, need to be understood with this approach tc staffing in mind.

The three observations I want to share with you are really concerns for the faculty, not about them.

The first observation relates to orientation and faculty development for those who teach in these programs. None seem to have, prior to initial teaching experience, a formal, structured orientation session for faculty. The same can also be said about further development of the faculty after teaching in the program. In most instances faculty describe their preparation to teach as being one of trial and error and on-the-job training. The fact that students were highly complimentary about the quality and effectiveness of their instructors is testimony to the creativity and flexibility of the faculty who teach in these programs. However, effectiveness of teaching is too fragile to be left purely to chance. All adult degree programs should have a formal faculty orientation and development procedure.

My second observation about faculty is about their need for a mechanism through which these faculty can build a collective sense of identity, purpose, and cohesion. I suggest these three needs are particularly important for programs that use a matrix model for staffing. While these faculty have roots in a home department, an equivalent sense of identity, cohesion, and purpose should be developed for their participation in the Wayne State model-like programs. Otherwise, faculty may feel like an individual adrift for that portion of their assignment. In addition, there is a need for sharing of information, experiences, and dialogue about program philosophy and direction. Lastly, these faculty should have a clearly defined role in the decision-making process about the program's academic affairs.

I have mentioned several times the words matrix staffing. These models raise important issues related to the evaluation of faculty. But before

I address those issues it might be useful for me to cite the reasons as to why I think the matrix staffing model is both good and attractive to many institutions.

From a personnel management viewpoint it is attractive because it builds greater flexibility into management of these resources for the university. In other words, it provides more available options as to how to assign faculty time. Case studies of institutions faced with faculty reductions show that when it is possible to matrix assign faculty loads it results in retention of a greater number of positions than originally thought possible.

From a philosophic viewpoint matrix staffing has the advantage of building into the mainstream of the institution the expectation that outreach is not any different than other normal faculty responsibilities. Outreach thus becomes an integral part of the institutional mission and not something that one does for extra pay or by the use of part-time faculty members. In the long run, integration of outreach activities becomes part of the fabric of the institution and thus is routinely considered in the institutional planning and allocation of resources process.

But for matrix staffing to work in a way so as not to disadvantage the faculty member, personnel policies and procedures must recognize and reward those faculty who leave their home department to teach in these programs. In the short run because of the studentsand the curriculum, these faculty will probably be willing to continue to participate. In the long run, the failure for their participation to receive full and fair consideration on decisions regarding promotion, merit, and renewal will gnaw and eat away at their commitment and enthusiasm. Recognition of faculty participation is an issue that must be addressed at the outset and preferably prior to the start of the program. In all candor, it is an issue that most of the programs had not addressed. Their faculty are aware of the ambiguity of the situation in which they find themselves regarding their treatment in future personnel decisions.

Turning now to the faculty who do not teach in the program, we were somewhat handicapped because the press of time and conflicts in schedule often did not provide an opportunity for teams to meet with these faculty members. So our information is somewhat limited. But it is our impression that faculty who do not teach in the program are neither knowledgeable nor informed about the program. That such is the case is highly unfortunate because the program needs the support of these faculty, if the innovation is to survive. More about the process of innovation and its survival in a moment.

I want to first, however, mention a common and understandable reaction to those who are neither knowledgeable nor informed about the program. We tend to equate those individuals as being not interested and explain it as--"Well, you know, they are the traditional types." Comforting though that may be to us, I'm afraid we found no compelling evidence that a concerted effort had been organized to inform the faculty about the program. And it also strikes me as slightly ironic that faculty members for whom three quarters of their load is spent in a traditional program will say that about their faculty colleagues. For probably good and sufficient reasons, most of which relate to the need to get the program started in a hurry, no thought was given to the need for a structured and systematic indoctrination of the general faculty about the program.

The importance of informing and educating the faculty who are not in the program is that they are critical as to whether the innovation shall succeed or not.

Let me give you a broad brush sketch of what is meant by innovation and its consequences. Innovation is normally seen as advocating something new and different from that which exists. Thus a perceptual state exists about innovation in that it is in conflict with the culture of the organization.

Institutions of higher education have several clearly defined traits which in total constitute its culture. Let me explain. The institution has organizational boundaries which are represented by departments and colleges. Within those boundaries there are shared orientations and a subset of norms, values, and goals. In addition, there is a network of social and collegial relationships, rules for memberships, patterns of communicating and of authority and control. Innovation is seen as challenging and threatening to any part or all of this elaborate culture of time, custom, and relationship which permeates all institutions of higher education.

Time limits my further development of innovation and faculty and institutional culture. The point I want to emphasize is that the first step toward reduction of resistance to an innovation is to establish the compatibility between innovation and existing institution values. Whether that step is accomplished depends a great deal on having people with credibility to undertake the role of dissemination of information. In short, faculty need to understand your program for in many ways they control whether the culture will accept or reject it. And if they reject it, it is highly unlikely that the program can survive.

I have two additional areas of concern that I want to spend the remaining time on. The first is organization and leadership. We observed several symptoms of organizational and, to a lesser extent, leadership difficulties. The first of these is both short range and long range planning. It seems to us that it is absolutely essential that a written plan be developed, one that identifies specifically its various components and which has a reliable feedback system.

In addition to a plan, it is absolutely essential that you have a management information system. Most of us would probably turn to an office of institutional research for that purpose. But I caution that institutional research may not have the data you need because most of their time and energy has been directed toward entering and analyzing data as it relates to the traditional degree programs and their students. So don't be surprised if you have to educate the office of institutional research in order to get what you need.

One aspect of planning that warrants careful attention is that of fiscal sources for the program. If the program depends on soft money during its initial stages, a critical, fundamental question that needs to be asked is what do you do when those soft dollars disappear? Other questions related to the fiscal aspect of the program are its real fixed cost, the student credit hour FTE ratio, and the class size needed to make the program viable fiscally.

Another area of planning relates to the curriculum and the capacity in both fiscal and personnel terms to deliver it. That can be no easy task because staff are understandably caught up in the initial startup phases of the program. But tough questions should be asked about total instructional allocation needed to deliver the complete curriculum and the extent to which firm commitments exist to meet these instruction needs.

Careful planning should also take place for transfer of credits. In particular, community colleges face this issue for the evidence is fairly compelling that students in PACE Programs in community colleges do intend to go on to secure baccalaureate degrees.

Issues of not only acceptability of these credits but the extent to which the courses adequately prepare the student for junior and senior level instruction should be of concern to all of us.

Careful plans also should exist for the television component of the program. Realistic projections should be developed as to actual cost. These costs should then be evaluated in light of number of students you project as enrollments. An economy of scale operates in television and if you don't get a sufficient number of students to meet these costs, the program will have fiscal difficulty.

I think that you can realistically plan in all of these areas by use of a "what if" scenario. You can introduce a variable in each of the scenarios developed and examine ways in which you would try to respond to or handle that variable. It is probably wise to develop a worst case scenario, a best case scenario, as well as one that takes a middle-of-the-road path.

Leadership can be made even more difficult by what can best be described as muddled lines of authority. The key question to ask is who is responsible for the program's academic leadership? The answer to that question is prone to being deceptively simple; that is, the person so designated on the organizational chart. In point of fact, teams sometimes had difficulty in determining who made what decisions and with what authority. The problem can be compounded by matrix staffing because the process by which staffing is often assigned using that method is layered.

That is, the process goes from whomever carries the academic responsibility for the program to the dean of a college, to the department chair, and finally then to the faculty member. The layered process can work provided a procedure and process is clearly written out and specifies someone with the authority to make a decision if an impasse exists among the parties.

Let me now turn to an area in which we saw a pervasive problem, namely student services. I think the problem exists because an operative assumption exists that student services units are capable of handling the needs of this program. A second assumption is that they will handle it.

Traditional student support services tend to be unresponsive to non-traditional programs. Present student and other support service practices about hours and days open and other modes of operation are generally not responsive to the needs of the adult students. Further, I think that most of us underestimate the scope and frequency of the student services needed by the adult. I do not wish to leave the impression that traditional student support services are inherently incapable of offering good support services to these programs, but it will require some training and a change of attitude to make them effectively responsive.

There are, in my opinion, good models available for study of the kind of support services that are needed for these programs. In addition, a fairly extensive body of literature is available on this topic. It would be highly desirable for those charged with the administration of these programs, faculty leaders, and the university administration, to familiarize themselves with these models and the relevant literature. Such information can serve as a sound basis and guide in the development and implementation of student services for these programs.

I have alluded several times that you can expect difficulties with television. Let me elaborate briefly on some of them. A few faculty will see television as replacing them. Faculty often criticize television as not being particularly well done, relevant, and of good quality. Students are highly critical if the television course also requires meeting with the instructor on either a weekly or every other week basis. Their attitude is that a telecourse should stand alone and by itself and, therefore, it should not be necessary for instructional sessions with an instructor. I've already mentioned the cost and that if enrollment is not of sufficient size, television will prove to be an enormous financial drain. There are also difficulties in assuring sufficient testing and accountability of student participation in televised instruction.

For me the most serious problem with television is a failure to recognize what it is--and what it is not. Television is a delivery system. It is not the delivery system which is distinctive per se to the Wayne State model. What makes television distinctive are the telecourses. The telecourses need to be treated for what they are, an integral part to the content of the curriculum. They are examples of interdisciplinary treatment of knowledge and the integration of themes. Therefore, the focus of the television component should be on its contribution to the curriculum. I'm afraid distinction between delivery and curricular content is neither always clearly understand nor emphasized.

All the problems with television are amenable to solution. I suggest that faculty orientation, faculty development, and program leadership should place considerable emphasis on the purpose and strength of telecourses. Above all, problems of the type I've described need not occur if handled in a proactive, rather than a reactive, way. The former approach has the advantage of being positive and constructive; the latter almost dooms you to taking a defensive and negative posture.

Without either wanting to overwhelm or to sound like a laundry list, let me tick off additional areas which may warrant attention.

First, entrance requirements and skill assessment either at the time students come into the program or early in the program. The issue of skill asssessment may become fairly critical as more and more institutions move toward a basic skills competencies requirement for all its students. I do not think it is advisable for an institution to take the stance that these students are special or are not subject to such requirements. One approach you may want to consider is that under study by the Resource Center for Planned Change of the American Association of State Colleges and Universities. The project is aimed at providing skills in computation,communication, synthesis, and analysis as an outcome of the baccalaureate degree.

Be wary of overselling the potential of the program. It is tempting to set enrollment targets which prove to be unrealistically high. If the target is not reached you are then caught in a position of answering the critics as to why enrollment is lower than anticipated. Unless you have done a very careful job of planning a recruitment strategy and then instituted a tracking system, answers to that question will prove difficult. It is better to start with modest expectations and if you exceed them, you are in a much more positive position from which to operate.

I've already mentioned that with television there is a tendency to confuse perhaps the delivery system with the educational philosophy and content of the program. The weekly seminar, weekend conference, and television are delivery systems. The essence and the strength of this program is its intellectual conceptualization, one that speaks eloquently to the utility of a liberal education in a contemporary world. You need to guard jealously the ideas of this model and not substitute for them the delivery aspects as being the essence of the program.

Establish from the outset an evaluation program which within two years makes use of people who are not part of the program. I'm not saying you should necessarily bring in outsiders who are not members of your university community. What I am saying is that you do need to involve your colleagues who have not been part of the program in the evaluative process. I suggest that the emphasis of your evaluation be on student outcomes.

My final caution is that you should expect the inherent tension that will exist between the TEP model and the institutional "establishment." Be prepared to deal with it specifically and constructively. Again, as in the case with television, I recommend that the plan be proactive rather than reactive. Emphasis on shared values and objectives will reduce tensions substantially between you and the "establishment."

The TEP model is like a basket filled with shiny apples. For many, it can be a source of sustenance on which to gorge oneself. But there are serpents at the bottom of that basket. You may be tempted to run to escape them. They will follow you. I hope my comments help you identify these serpents and that the suggestions offered prove useful when dealing with them.

C. Summary of Sub-committee Reports

The four sub-committees submitted preliminary written reports following their initial visits in the spring of 1980. Final written reports were submitted following the fall visits. These final reports are summarized here for economy of space and consistency of format. Unedited versions are available upon request.

State University College, Buffalo

The PACE (Project for Adult College Education) program of Buffalo State was evaluated by a sub-committee composed of Dr. Lois Gray, Dr. Gumecindo Salas and Dr. John Schmidt.

The college is located in the city of Buffalo, population 350,000, but has a service area with a combined population of 1.3 million. The city is predominantly of East European, Polish and Italian origin, with a 25-30% concentration of Blacks. Hispanics are a recent, but expanding population. The major employment base consists of automobile and steel industry, with service industry, computer technology and food services as important secondary growth industries.

The PACE-Buffalo Sub-committee, like all OEC sub-committees, conducted two two-day visits during which they met with administrators, faculty, students and advisors. During its final evaluation visit of December, 1980, for example, the team received an update orientation and overview of the program by the current line officer for the program the Dean of Graduate Studies, Research and Lifelong Learning, Dr. Joseph Stetar; met with a member of the senate curriculum committee; had discussions with a cross section of the off-campus college teaching faculty; made an on-site visit to an off-campus math class; had a dinner meeting with the Director of Continuing Education who is responsible for operations and recruitment; met with the program evaluator; met with the Vice President for Academic Affairs, Dr. Frey; met with administrative student support staff representatives; had a luncheon meeting with Deans and the Vice President for Academic Affairs; attended an afternoon session with a union representative; and had a final meeting (exit interview) with program administrator(s).

Program Description

The Buffalo State off-campus college program was conceived as an attempt to bring the benefits of college education to a broader segment of western New York through the auspices of Buffalo State College and its Office of Continuing Education. The intentions are to provide working people, homeworkers, adults with obligations and responsibilities, all of whom have encountered barriers existing between themselves, a college education.

The PACE (Project for Adult College Education) program began as a co-operative compact between United University Professionals and the college. Promotional material issued by Buffalo State describes the principal objective of PACE to be "accessible to working class adults" which is accomplished by a "re-design of the traditional college structure." Although the courses are presented in a format designed to be convenient for the adult learner, the content does not vary from those offered on campus and indeed convey the same knowledge base and level. The faculty are drawn from the various departments on campus depending upon the course to be offered. In certain instances when a faculty member from an on-campus program cannot be recruited, an off-campus adjunct faculty member is utilized.

According to program descriptions in official college catalogs and brochures, program participants and/or students are able to register for an integrated package of courses which includes weekday, television and weekend formats. It is through this process of integration of these three course structures, that program participants are able to pursue a college education full-time while also holding a full-time job. Part-time study is also available by taking any combination of the three course structures.

Institutional Commitment

While the team did not have an opportunity to review a fiscal plan and the actual total non-personnel and personnel expenditure for each year of the program's existence, it did feel that pieces of a fiscal profile emerged during various sessions of its two visits. One positive indicator of a fiscal commitment by Buffalo State College observed was the continued willingness to support classes at off-campus sites whose size may be smaller than could be realized by assignment of those instructional allocations to on-campus courses. Another was the use of Buffalo State College Students Services personnel for on-site admissions, financial aids, veteran's benefits, and other support services. The team, however, expressed concern over two fiscal problems, and felt that if not addressed, either could quite possibly lead to the demise of the program. These were: instructional costs, and funds for recruitment and promotion.

These instructional costs, which were of paramount concern to the Graduate Dean, related to programmatic considerations and their fiscal ramifications, e.g., whether a sufficient number of students exist to offer courses beyond the first 60 hours at off-campus sites. While couched in more general terms, the Vice President for Academic Affairs likewise stated her concern about the cost of the program. The issue of cost also surfaced in a meeting with the Deans. Emerging from a context described as a shortage of resources was the issue of whether limited personnel and fiscal resources should be invested in an off-campus program, particularly when such ventures cost more than do on-campus programs.

The second concern is one which the team itself raised, for it was not mentioned by Buffalo State personnel during either visit; namely, the source of funds for recruitment, promotion, and salary for staff responsible for working directly with potential clientele. It was the team's impression that funds to support these activities and staff had come from "soft dollars" provided by the faculty union, grants, and income generated by non-credit continuing education programs. It appeared to the team that there had been no commitment of funds for these activities and staff by the Central Administration.

Since at the conclusion of the team's first visit it was left with the impression that the PACE program did not have visible, strong support in the academic sector of the college community, this area was given particular attention during the final evaluation.

The team was encouraged to hear expressions of support for the program by Academic Vice President Frey. While in her opinion the program may experience minor modifications, she saw PACE as being part of Buffalo State's urban mission to serve populations in its vicinity. It was the team's hope that these words of support for PACE had been and will continue to be overtly shared with the academic community. Timely expressions of support by those in critical leadership roles are a necessary ingredient to a survival plan for the PACE program.

Support for the program by the Deans seemed mixed, and while opinions shared with visitors may not represent a public posture, it is the only evidence from which the team could extrapolate a judgment. In the case of the Dean of Applied Sciences the PACE program was described as having highly positive external consequences in the form of contacts and access to facilities. Apparently the previous summer's successful offerings, a venture about which there had earlier been some apprehension, contributed to the Dean's positive comments about the program.

The team sensed neither support nor enthusiasm by the Dean of Arts and Humanities for PACE. While this Dean probably does not by overt act oppose the program, several of his statements seemed to imply a severity of reservation. It was felt that the Dean's comment about faculty frustration with PACE courses and curriculum was more representative of non-PACE faculty attitudes in his unit than an expression of personal reservations. Nonetheless, except for those few Arts and Humanities faculty who teach in the PACE program with whom the team met, the team was not aware of positive spokespersons in leadership roles from that unit. It may be that some exist and either the press of time or a conflict of schedules prevented the team from meeting with these individuals.

The team did not have an opportunity to meet with the relatively new President of Buffalo State to discuss his attitude toward and support for the PACE program. While cognizant that faculty may have "used" the team for other agendas, on the basis of faculty comments the team was inclined to conclude that there is a sharp disparity in faculty opinion as to whether or not there is support for PACE by the President.

Because of the unique role played by UUP in the start-up of PACE, the team deemed it important to determine the UUP's current attitude and level of support. While UUP no longer supplies fiscal support, its campus representative is optimistic about the future for PACE. Further, the diminished involvement by the UUP does not seem to mean a lack of interest and that the union has or will block or otherwise be an impediment to PACE's future development.

PACE is an undergraduate degree with reportage to the Dean of Graduate Studies, Research and Lifelong Learning. On paper this reportage seems to have the advantage of access to the Academic Vice President equal to that of curricular Deans. The team discussed with the Academic Vice President whether an undergraduate program should report to an individual whose portfolio is graduate studies, research and lifelong learning. Her response was that problems of reportage are generic to interdisciplinary, women's studies and like programs, i.e., where does one have reportage for these kinds of programs? Dr. Frey noted that in the case of Buffalo State, an interdisciplinary graduate program exists and consequently there is logical reason for an undergrad interdisciplinary program to report to the Dean of Graduate Studies. Academic Vice President Frey also mentioned that a plan of reorganization was under consideration. No further detail was offered nor did the team pursue reorganization as to alteration in reportage of and other organizational relationships for PACE.*

The team offered a number of recommendations regarding lay elements of institutional commitment. In the period between the team's first and second visits, concern about program cost seemed more pervasive, of greater import and had heightened anxiety about the status and future of PACE. The team felt that much of the cause for potentially high instructional cost was attributable to curricular design and that it may be necessary to limit the options from which students can select. The team suggested that enrollment targets, SCH/FTEF, and other cost parameters be established and shared with program personnel and faculty as well as with leaders of client groups with which the PACE program is involved. Further, the team suggested that PACE test the hypothesis that off-campus instruction at Buffalo State is inherehtly more expensive than on-campus instruction, as well as consider other criteria and measures.

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*This reorganization is now occurring and is briefly described at the end of this summary.

Finally, in the area of fiscal support, the team noted that without a three to four year personnel commitment for a PACE program recruiter, the continuity and ties necessary to establish positive liaison with external client groups may continue to be exceedingly difficult. The team acknowledged that while today resources are scarce at most institutions of higher education, a commitment by the Central Administration of personnel dollars for this period of time would be seen as a significant symbolic act of support for PACE to both campus and off-campus constituencies.

In the area of support for PACE by key administrative officers, the team reported that the Academic Vice President supports the PACE program. Further, while on balance the team believed the Deans to be supportive of PACE, they suggested that resolution of such issues as the quality of PACE courses and instruction, a concern the team heard both in May and December, should start to eradicate a serious reservation some Deans seem to have, and that the end result of this may be overt acts of support for the program by key Deans and faculty.

In the area of the positioning of PACE on the organizational chart the team noted that current reportage required exceptional leadership skill by the Graduate Dean, and that inherent to current reportage are potentially negative attitudes by many faculty. Faculty attitude toward continuing education, particularly non-credit, and lifelong learning may also be attached to the PACE program, because all report to the same individual. The team saw this possibility as probably greater with those faculty who neither participate nor have first hand knowledge of the program.

Organization and Leadership

The organizational structure for and reportage of PACE places special and extremely challenging responsibilities on Dean Stetar. He is the spokesperson for the program to the collegial community and in this role should assume responsibility to articulate the program's philosophy and concepts. He should provide academic leadership for faculty who participate in the program. This latter role requires that he develop with the PACE faculty a sense of purpose, cohesion, and identity. He should also strive to seek recognition by others for PACE faculty. Besides providing leadership for the faculty, he must plan for needed resources and engage in negotiation with other Deans for the purpose of securing instructors.

The team observed that the organizational structure does not seem particularly helpful in meeting the preceding roles and needs. For example, the team was concerned about how effective this structure can be to development by the PACE faculty of a sense of purpose, cohesion, and identity. Accomplishment of the foregoing plus recognition of PACE faculty by others is made more difficult because the Graduate Dean has no faculty per se. Unlike a department chair or curricular dean, no faculty are assigned to his unit. Some faculty may even perceive Dean Stetar to be without faculty connections and roots. His relationship to the faculty is in fact "layered," i.e., via a curricular dean and department chair. Dr. Stetar, it was felt, may also have problems of credibility with some faculty because of the reportage to him of lifelong learning and continuing education. The former frequently suffers from a lack of clear definition and programmatic focus; the latter from popular myths held by many faculty about the inferiority of adult learners, their motivation, etc.

An indice of effectiveness of leadership and organizational structure is whether realistic and sufficiently detailed planning occurs. The team received mixed messages about planning and its effectiveness. In addition, the team had difficulty in understanding why certain problems seemed to exist if planning and control at the leadership level were occurring.

In sum, it was the team's opinion that several important leadership tasks have either not been acomplished or even been identified, and that they were not offered evidence to suggest that the future might be any different. Further, the team expressed serious reservations as to whether the existing organizational structure and assignments could meet current and future leadership needs, and that continuance of the status quo would in all likelihood neither resolve problems with muddled lines of authority nor get at important unaddressed issues.

Finally, the team recommended that a mechanism should exist through which PACE could play a more proactive role on academic matters, and that one approach would be to form a PACE Academic Council composed of representatives from each of the three faculties who teach in the program.

Faculty

For the most part PACE courses are taught by full-time, regularly established Buffalo State professors in tenure track positions. Instruction is considered part of their regular load. The occasional hire of ad hoc instructors occurs only in those instances when regular faculty already have a full on-campus load which must be met because of high student demand, e.g., math. Appointment of ad hoc instructors requires department approval. Faculty participation in PACE is by invitation through the department head and is determined by the program director's decision as to course offerings.

Use of regular faculty on a part of load basis is a necessary cornerstone to the PACE model as designed by Buffalo State. That model calls for the integration of PACE within existing structures thus becoming an integral part of Buffalo State. The team lauded both the goal sought by this model and the use of regular faculty on the aforementioned basis.

Since regular faculty do teach as part of load in the program, the team was particularly interested in evaluation of their participation and its possible influence on renewal, tenure, promotion, and merit decisions. Their interest was heightened by a statement in a dossier provided the team in May, an assertion that an additional reason in support of the integrated as opposed to the autonomous Wayne State model is that issues about reward systems for faculty "has not been a concern in implementing the Off-Campus (PACE) Program".

At the time of the teams December visit, however, there were signs that faculty was becoming more of an issue. For example, faculty responded to questions from the team about promotion and merit by saying they did not expect their participation in PACE to be a factor for either. As far as tenure, PACE was said not to be a factor in such decisions. A further indication that faculty who teach in the program may not be recognized is their perception that participation in the program lacks sufficient visibility with a substantial number of non-participating faculty.

The team reported that faculty made reference to a lack of familiarity on whether personnel procedures permitted either Deans and/or the Academic Vice President to consider participation in PACE at their level of review. The faculty's impression was that the administration can include items not considered as part of their review and decision.

Because the schedule called for meeting with Deans after the session with the faculty, the team was able to ask them whether participation in PACE is detrimental to faculty who teach in it. The Dean's consensus was that they discern no evidence to suggest that teaching in PACE is a negative factor on a recommendation for personnel actions.

Both in May and December the PACE faculty with whom the team met were enthusiastic about students in the program and in particular about student motivation and quality of their work. When asked if the program would survive, their emphatic answer was "if it were up to us, yes!"

However, PACE faculty were aware that survival depends partially on enrollment and the program's ability to deliver greater variety in course offerings.

These discussions with faculty also indicated to the team that no mechanism or procedure existed for faculty meetings to discuss problems like math, program philosophy, objectives, curriculum, integration of material within a course as well as among courses, and teaching experiences and strategies.

In general, then, the team found the PACE faculty to be enthusiastic about the program and its students, and was impressed with the over-all quality of the PACE faculty with whom they met. Further, the quality of instruction offered by the ad hoc instructor at the off-campus site visited appeared to be excellent. Still, the team expressed a need for a formal faculty orientation and development program for PACE: the former should be for faculty who will teach for the first time in the program; the latter, for the purpose of sharing experiences, approaches, and otherwise updating.

Regarding a plan to develop greater faculty participation in academic matters and to build a sense of faculty cohesion, identity, and purpose, regularly scheduled PACE faculty meetings were recommended as part of such a plan but the team felt other formal roles and activity should also be included.

Finally in this area the team suggested the need to develop, in the context of PACE-Buffalo's matrix staffing model, a policy and procedure such that a part of load activity would be recognized, evaluated, and, when of merit, rewarded.

Curriculum

Course offerings at PACE-Buffalo are based on those required for the first two years of a baccalaureate degree. According to Dean Stetar, courses are rotated among the off-campus centers to permit students to eventually take all required courses in a student's immediate vicinity of employment. The science courses do impose certain problems related to a need for labs. The team was informed that negotiations were underway with community colleges to offer science courses that would meet PACE curriculum requirements.

The team discovered that during the initial year of PACE there was misunderstanding by students about availability at the off-campus site nearest them of all courses leading to almost any major degree. A concerted effort had been made, however, to correct this impression. All students now enrolling in the program are made aware that certain courses require on-campus attendance and that the final two years most probably will be completed primarily on-campus. Still a residue of ill will on this matter was witnessed by the team at a site visit, and is a problem that is likely to continue to haunt the program. The necessity for coming to the campus will probably continue because not enough students at any of the off-campus sites would enroll in the same interest area to permit offering all the necessary sequence of courses for a particular major and a degree.

The PACE Program offers a Bachelor of General Studies degree. Several students to whom the team spoke indicated that PACE provided them the opportunity to gain admittance into the college, and now that they are cognizant of the many different programs available, they have or are making plans to transfer programs. A meeting with faculty confirmed this fact, but no concern or alarm about this pattern was expressed by them. Dean Stetar discussed the possibility of a future problem as PACE students find themselves competing with traditional students for admittance to a technical area of study that may have imposed a limit on the number of students accepted.

Regarding the three components (weekday, television and weekend), some faculty felt that television should be used only for the purpose of reinforcement and not the sole basis for a course. Further, some courses available through Wayne State do not satisfy the content and curricular needs of the PACE program at Buffalo.

Informed that students are no longer required to enroll in all three courses, (i.e., in a television course, a weekday seminar, and weekend conference), the rationale advanced dealt with an apparent relationship between load and attrition; by permitting students to carry lighter loads retention had improved. But an uncoupling of the three course sequence makes it virtually impossible to adhere to a basic tenant of the curricular model as conceived by Wayne State of thematic integration and to a lesser extent, interdisciplinary treatment of subject matter.

The team noted that the television component causes the greatest difficulty in this respect because it is often viewed solely as a delivery system and not in a curricular context.

The team also reported that the Dean of Arts and Humanities had raised two significant questions regarding PACE courses and its curriculum. First was a question on how one establishes criteria to evaluate PACE courses. Noting that many courses are umbrella like in design and content, he foresaw difficulty in establishing substantive guidelines for their evaluation. Further, he saw the problem compounded by use of a variety of instructors each of whom may treat the course and its content in widely differing ways. The umbrella concept in course design permits such a latitude.

Second was a question implied in a comment about adjustment of courses to the available facilities. An example cited dealt with teaching art history instead of a studio art course because off-campus facilities were not suitable for the latter. Among the implicit questions raised by the Dean's observation are those related to criteria for evaluation of course substitution(s) and the relationship of specific courses to outcomes sought by a curriculum and/or stipulated requirements.

Regarding curriculum, then, the team felt that attention should be given to whether PACE students ought to be restricted to the general studies degree program or whether they can continue to transfer to technical and/or professional programs, and if the decision is to permit PACE students to continue to transfer to other high demand majors, the team wondered if they will be admitted automatically or have to compete with regular students for the limited spaces. The team questioned whether, if television courses cannot be made more central to the core of a curricular unit, the alternatives are amendable to thematic integration and provide reasonable and easy access similar to that provided by television? As for the questions raised by the Dean of Arts and Humanities, the team recommended the development of constructive evaluative systems.

Delivery Systems

Because of the nature of the PACE program, any discussion on curriculum will intertwine with delivery system. Still there remain certain program logistics which necessitate review.

There is little doubt that the program's format serves to remove barriers most adults perceive as preventing them from attending college. Several students interviewed by the team indicated that if courses had not been held in a community setting like a union hall, they would never had considered college. To them the college campus is seen as an imposing, unfriendly place.

Apparently the perception of the campus as being unhospitable must change by the time the first weekend conference is held. The team was not aware of any trepidation about coming on-campus for the conferences, however, and the students seemed highly supportive of this delivery format.

Still, students did grumble about the weekly meeting with an instructor as required by the television course format followed by Buffalo State. It was their opinion that viewing the course and completion of assignments was sufficient. It is the faculty who appear most critical about television from both a content and delivery viewpoint.

Regarding the delivery system, then, the team noted that the students' positive reaction to the weekend conferences indicates that these offerings have been planned well and organized. On the other hand, the team questioned whether for television courses a weekly meeting with an instructor is necessary and suggested that perhaps every other week for a longer period of time might prove more acceptable to the students. An additional advantage may accrue in the area of synthesis and thematic integration of televised material with the content of the weekly seminars and weekend conferences.

Student Services

As a result of their May visit, the team was particularly interested in any changes that had been made in this area. In May the impression was given that most student services were provided by the teaching faculty. No coherent plan to offer services on a systematic basis by practicing and qualified professionals was in evidence. The team was pleased to report that substantial progress has been made to remedy the weaknesses inherent to the above approach. They had a first hand glimpse of how off-campus financial aid, academic advising, and general advising is now handled by the PACE program at Buffalo, during a visit to an off-campus course which coincided with a visit by student services professionals. Prior to the course session beginning, any interested student had an opportunity to meet with representatives from the financial aid and admissions office. The team's discussion with the students revealed that the students were satisfied with the support services being provided. The program administration informed the team that these services are made available to all off-campus sites and on a semester basis.

Students

Access to the opportunity to pursue a college education perhaps best exemplifies the PACE program. All four sites have attracted working class and blue collar students who without the program would probably not have considered college as an option at that stage in their lives.

Retention is always a matter of concern, regardless of the educational program. With PACE, because of the small number of students enrolled, any attrition difficulty becomes a glaring problem. What appeared to the team to be a serious retention problem in May had received attention and data supplied at the update session in December was encouraging, with advisement and follow-up with students seen as two of the reasons for improvement in retention.

It should be pointed out that when working with older students who have heavy family responsibilities, it is not unreasonable or outside of the ordinary to have students drop out for a semester only to have them reappear as soon as the cause for their dropping out is resolved. However, program participant's costs do present a very serious problem. Unless the student enrolls for enough courses necessary to be eligible for financial aid programs, out of pocket and out of family budget considerations take over. As college costs rise, this may in time become a serious issue for the program.

Upon visiting the off-campus site, the team found the students very open and willing to discuss their participation in the program. Many found the course work difficult, but were quick to point out that it was due to their being away from school for many years, and in one particular case for twenty years, that made the difference. Not only did the students express much interest and excitement, but they also expressed appreciation for their instructors whom they felt had been very patient and dedicated to the program. One student emphasized that their instructor took the time to cover certain material more than once in order to ensure that all the students understood the material.

One point which the team emphasized in its report and which deserves to be emphasized here is this appreciation which attributed to the program for getting them back into school and on the way to achieving a long sought and desired career.

Research and Evaluation

The team reported that completion of the program's evaluation has been cut short due to the lack of institutional funds and the non-funding of a proposal to underwrite the evaluation costs. Still the evaluation instrument has been developed and could be implemented upon funding.

The team's meetings with the program evaluator revealed that much time has been already directed to instrument development. The evaluation model utilized the Delphi concept whereby the different population groups which impact upon the program are asked to pre-define objectives to be attained in those program areas which they feel critical to the success and accomplishments of the program for the college and the student body. These pre-defined objectives are scaled as goals by area and level. Evaluation of the program would be completed by ascertaining how closely the program is able to achieve or reach the goal level as set by each population group, and to ascertain a measurement of impact.

Completion of this ambitious project was contingent on renewal of the FIPSE grant, the request for which was denied. Even if funds had been supplied to complete the project, it was not clear whether the results would prove applicable to areas identified earlier by the team as worthy of further research and evaluation. Foremost of these areas are quality of design and content of courses, formats, instruction, and student performance. It was recommended that the institution support evaluation and research in these areas even if external funds are not available.

Recruitment

The team reported that the administration responsible for recruitment had done an outstanding job in program information dissemination. Brochures, flyers, and course description hand outs had been developed and widely distributed to those centers which surround the off-campus sites. Major efforts had been made to involve labor unions in the recruitment process which even included release of a union representative by the union and loaned to the college for one year to attempt to build up the program's enrollment. Although the union recruiter was not highly successful the attempt must be given credit.

The team observed that the college itself has devoted time, resources, and personnel to assist in recruitment. College recruiters were informed of the program and assisted by notifying students of the program. Informational visits to community sites by the recruiters had been set into place.

Since a large number of the Buffalo area workforce are members of organized labor, a substantial prospect pool for PACE exists. In marketing terms, these individuals collectively constitute a soft prospect pool. On the basis of enrollments generated to date, success in converting even a small percentage of this pool to hard prospects and then into enrollments is limited. The team recommendation for a recruitment plan which details major steps and sub-tasks, identifies who shall do what sub-tasks, and designates who is charged with over-all responsibility for the accomplishment of each state, merits consideration. Such a plan would include advice from and active participation in its implementation by appropriate representatives of organized labor and its members.

The team felt that the undifferentiated market approach apparently used to attract the general public to the PACE program will yield few enrollments and that Buffalo State's experience thus far with this approach confirmed this to be the case. It suggested that a better use of funds and time would be to segment and then define target client groups, e.g., clerical, secretarial, bank, other service type employees.

To date the PACE program has not been able to penetrate organized labor in the Buffalo area. The team was unable to discover with any clarity reasons as to why such is the case.

External Relations

The PACE program has an advisory committee composed of students but varying schedules coupled with a tight timetable for the evaluation team made a joint meeting impossible. The involvement with external labor unions appears to have been done by the UUP. The team was not made aware of networks and relationships with business, community organizations, or governmental agencies. Their general impression was that no one individual is charged with the responsibility to develop, implement, and oversee a concerted, systematic effort to develop external relations in a manner that can be of benefit to the program. Sporadic, isolated, and uncoordinated attempts usually result in confusion, a mixed image of the program, can be counter-productive, and yield returns far below the investment of time and money. Sometime in the future, as the program begins to develop graduates, these individuals could be organized into a "I can" cadre of program ambassadors.

State University College, Brockport

The PACE-Brockport Subcommittee consisted of: Dr. William Cave, Mr. William Ford, Jr., and Mr. Richard McMann. The team visited the program on April 28-29, 1980 and again on October 20-22, 1980. During the course of these visits, the team met with the Director of PACE, participating faculty, the Dean of the division housing the program, other officers of the division, the Dean of Student Services, the Provost of the College, officers of UAW 1097 (Rochester) and several groups of students.

Program Description

The State University College at Brockport enrolls about 7,500 students. It is located along the Erie Canal in the Village of Brockport, approximately eighteen miles from Rochester, New York. The College traces its origins to an institution founded in 1835 which, after thirty years of disasters by bankruptcy and fire, emerged in 1867 as the Brockport State Normal School, later State Teachers College. Now a State University College, Brockport offers 30 undergraduate majors and has several masters programs. It is the second largest of the fourteen four-year colleges of the SUNY system.

There was a time when some hoped that Brockport would become a university center. After 1975, however, enrollments began to decline from a peak of almost 12,000. One reason for this is surely the fierce competition which exists in the region among the eighteen public and private institutions of the Rochester area. These two conditions -- declining enrollments and fierce competition -- place Brockport squarely at the center of the retrenchment vs. outreach dilemma.

Institutional Commitment

The team reported that the College prides itself on a history of innovative educational efforts and in special programs for adult learners. The division housing the program -- Division of Special Programs, Dr. Charles Clevenger, Dean -- is a contemporary link to the historic service orientation of this former normal school. It is the division responsible for adult learners through flexible degree programs such as the Bachelor of Arts in Liberal Studies, the Bachelor of Science in Liberal Studies, the Master of Arts in Liberal Studies, independent studies, the Mature Adult Program (MAP) of advising services for adults and, now, the PACE Program.

Although the program appears, therefore, to be appropriately housed, it did not appear to the team that Brockport's innovative history has provided PACE with those structures which would have allowed for smooth implementation. Instead, the program has had to invent new procedures where possible, await needed policies and hope for required resources.

The team met with the Dean and several program officers who voiced their support of the PACE Program and its goals. The Provost, Dr. Don Douglas, in a lengthy interview gave the team good evidence of his personal support for the idea of PACE. Indeed, the interview with the Provost was taken to be one of the highlights of the team's fall visit.

In terms of the budget, however, the team reported that progress between its first and final visits had been both mixed and minimal. In its interim report following the initial visit of Spring 1980, the team expressed its great concern (shared by the Director) over how PACE would be able to cover its air-time costs during its developmental phase. It was most encouraged, therefore, when, during the subsequent Fall 1980 visit, it learned of Provost Douglas' agreement with a proposal for an Internal Fund Reimbursement account for PACE's television courses. Unfortunately, SUNY Central refused to accept this proposal. At the time of the final visit, it was unclear how the administration would respond to this critical need.

On a more positive note, the team reported that Dean Clevenger had made a place in this year's budget to cover the travel costs of faculty teaching PACE courses off-campus. This had been a source of concern during the program's first year. Further, the program will share in the advertising efforts of the Division and the Director will continue to receive 1/4 time release to coordinate the program. These are positive steps, yet the team felt that much more in the way of resources needs to be allocated to the program if it is to survive and grow.

Not all "resources," however, involve budget outlays. One such no-cost, or small cost, resource recommended by the team was the development of college-wide policies and procedures vis-a-vis PACE at the level of the Academic Council which would, among other things: 1) assure the Director of the availability of faculty in a predictable fashion, 2) eliminate the observed inconsistencies in the manner in which faculty participants are awarded release time, and 3) assure the faculty that their efforts on behalf of PACE and, by extension, the College, are suitably recognized in the institution's reward system.

It was the view of the team that unless these indicators of institutional support, and others to be discussed presently, are in some way manifested, the survival of PACE is problematical.

Organization and Leadership

The program is fortunate in having not only a designated director, but also one with strong academic credentials. In the future, this latter fact will help the program avoid a number of problems. Since PACE is housed in a special division which does not have its own faculty, development of group cohesion and common purpose is a central challenge to the assurance of a quality program. It is fortunate, therefore, that academic leadership for the program falls to a fellow faculty member. Further, discussions with faculty members indicate to the team that the Director enjoys the respect and support of the faculty.

The program is still a small one; it has about 60 students listed as active in the program and offered 4 courses for Spring Semester, 1981. The division of labor is minimal: in practice, the vast bulk of the Director's time is taken up in teaching and administrative duties unrelated to the program. For secretarial assistance, he must call upon the office assistant of his home department (Geography). For assistance from the faculty, he must rely on the Academic Planning and Development Committee (to be discussed later) and the vagaries of informal relationships. These may seem innocent enough problems on the surface but, in the opinion of the team, actually represent a serious incursion into the ability of the leadership to act.

As mentioned, PACE is only one of several programs of the Division of Special Programs. Under these circumstances there is always a possibility of over-compartmentalization, inter-program rivalry, over-lapping jurisdiction, and duplicative procedures. The team did find some direct and indirect evidence that these and similar problems do, in varying extent, exist within the Division. As the PACE Program grows, however, it can be predicted that such problems will be intensified and act as a drain on the potential of the Division as a whole. It would be prudent, then, according to the team, for the leaders to systematically re-think and refine the internal life of the Division. The process appears to have already begun in the mind of Dean Clevenger with respect to the possibility of opening a branch campus in Rochester. Yet, regardless of whether that event comes to pass, such a self-review appears, in the team's opinion, called for.

The team noted that were it completed in a timely manner, the Fall Semester, 1981 recruitment and retention effort would provide an empirical test of the adequacy of any new relationships which might emerge from such a self-review.

The Faculty

The faculty involved in the program are drawn from other divisions of the College on an in-load basis. This lack of a core faculty permanently appointed to the program has its positive and negative aspects. One positive aspect is that it implicates other academic departments in the development of the program, thus providing an interactive basis for diffusing throughout the College knowledge of, and interest in the PACE Program. On the negative side, it creates problems in developing the coherent, interdisciplinary program to which PACE is committed.

In its Interim Report, the team stressed the importance of the program's Academic Planning & Development Committee as an excellent vehicle for creating the group solidarity which the program requires if it is to successfully overcome problems, develop a first-rate curriculum and make the program a central, not a peripheral concern of the institution. The team stressed that the value of this committee cannot be over-stressed.

Despite its critical nature, an important problem involving the APDC was found to be yet addressed. It was noted in the team's Interim Report that the agreed-upon release time for committee members had not been, in all instances, forthcoming. This was contributing to some tension and the team suggested the need for a coherent policy (and its execution) at the level of the Academic Council. At this writing, the problem still lingers, unresolved.

The faculty members with whom the team spoke appeared enthusiastic about the students of PACE and the potential of the program. Self-selection among the faculty is still the mechanism of staffing and, consequently, those so selected must be enthused about the concept to be willing to tolerate the extra work and problems involved. PACE, of course, cannot count on such enthusiasm indefinitely, but must prepare to expect less and give more. The team emphasized that to move quickly on this issue would increase the likelihood that PACE would benefit from one of the most distinctive characteristics of successful outreach programs: contagion. That is, an enthusiasm which spreads beyond the boundaries of the program, enhancing the prospects of future faculty recruitment and commitment.

The Curriculum

The curriculum model now being developed by the Academic Planning and Development Committee appeared to the team as quite similar to that of the To Educate the People Model. It is a four-year, interdisciplinary humanities-based model in which of the 120 semester hours needed to graduate, students will take 30 hours in each of three interdisciplinary divisions: Fine Arts/Humanities, Social/Behavioral Sciences and Natural/Mathematical Sciences. The final 30 hours consist of topical seminars and a research and writing sequence. In addition, students may transfer in credit from other institutions and are entitled to seek additional hours from such other sources as CLEP exams, military training credit, other non-collegiate sponsored courses and life experience evaluation. The three divisions are now operational. The team noted that the program is quickly approaching a very tight situation in which all divisions, including its advanced studies, will be in a simultaneous demand. It appears that academic year 1981-82 will be a very critical year for PACE, requiring a sufficient number of students to distribute throughout a complete curriculum and some very intensive efforts on the part of the Director to handle the intricate logistics and the Academic Planning and Development Committee to insure that a complete curriculum is in place.

One divergence of the PACE curriculum organization from the TEPC model found is the severance of the evaluation of student's work in the conference, television and workshop courses. In the TEPC Model, the workshop instructor is responsible for evaluating his or her students not only for their work in the workshop course, but also in the television and conference courses. Severing the one instructor-three course evaluation organization may create problems. The team strongly urged the Director and the APDC to reconsider the current course organization formula, and recommended consultation with other program directors on this matter.

Another curriculum issue is that of creating and maintaining a truly interdisciplinary approach to the humanities in the absence of a core faculty. With participating faculty members coming out of their regular departments on a fractional basis (or even unpaid over-load), the team felt that it will be difficult for the program to maintain an interdisciplinary perspective. For this reason, and others, the team reccommended that the Academic Planning & Development Committee needs to be strengthened in every manner possible. It is, as mentioned earlier, the interactional basis of the Program, and if allowed to, could serve as a surrogate for a core faculty.

One thoughtful development observed by the team is the effort to build into the PACE curriculum the general education requirements which students wishing to eventually transfer to a campus program will require.

Finally, while the team did not interrogate the faculty on whether or not they are offering first-rate, college-level courses, it did deduce from its discussions with the faculy, attendance at class sections, and interviews with the students, that the issue of quality is one problem the program does not face.

Student Services

The team's report placed strong emphasis on the area of student services. Adequate counselling services are a vital component of any college program. For a campus-based day student to set up an appointment with a counselor may not be a very complicated affair. For a working adult, already constrained to meet the requirements of college-level coursework in the face of work and family responsibilities, visiting a counselor can be quite burdensome. At the same time, the counselling needs of adults are quite genuine: cut off from the campus culture and its informal networks, often isolated even from fellow students, particularly more advanced students, and struggling to make career decisions with a minimal loss of time, working adult students are in great need of a form of counselling service which, quite frankly, few programs seem willing to provide.

In the case of the PACE Program, the team found that efforts had been made to make-do with very little. The Director has elicited the support of the Mature Adult Program and its two staff people: Patricia Palmer and Kay Jacket. The former, however, is now on leave and the latter must manage MAP affairs and attempt to help PACE all alone. A career counselor familiar with the problems of working adults has been added to the Brockport counselling staff, and some evening hours have been posted at the Student Services Center. Further, the faculty participating in the Program have attempted to be of assistance to the students in areas of academic advising. Yet, the experience of the team indicated that these laudable efforts have not been sufficient to the task.

During each of its visits, interviews were held with groups of students. On each occasion, one of the more serious problems raised by the students was the lack of contact with counsellors. Indeed, some of the students even attempted to pump the team for information on curricula, majors, prerequisites, credit transfer, etc. The level of anxiety among the students was disturbing to the team.

The team felt that to allow the current situation to continue would be quite short-sighted, would take its toll in student morale, sap the potential of the program and diminish the value of the program to the College. While the College may not be able to appoint a full-time counselor to the program at this point, the team stressed that something must be done. It suggested that perhaps the Divisions of Special Programs and of Student Services could negotiate a division of labor which would free-up a particular counselor to take on the unique requirements of academic advising for the PACE Program as one of his or her central responsibilities.

The Students

One of the most pleasing aspects of the program reported by the team is the enthusiasm and the quality of the students. During interviews with them, the team heard criticisms and complaints, but noted that after an hour or so of listening to such criticism, the students never failed to register their gratitude that someone at Brockport was making a real effort to help them achieve their academic goals. It was as if, having raked the program over the coals, the students did not want the team to leave with the impression that nothing is right with PACE. It was the opinion of the team that this enthusiasm and this genuine gratitude not only speaks well of the program and its people, but should also be seen as a tremendous resource. It will buy the program time to overcome many obstacles.

Regarding the issue of the quality of students, interviews with the faculty were the best evidence. To repeat but one concrete example, the team asked the faculty for their perception of the writing skills of the students. One faculty member responded: "These students write better than my regular undergraduates." The nods and favorable murmurs of the other faculty members assembled for the interview indicated to the team that this faculty member was not alone in her opinion.

Delivery System

One of the greatest problems involved in the delivery system of the model is that the television curriculum demands the securing of a sufficient quantity of airtime within a broadcast schedule which allows reasonable access to the courses by the students. The team found that the Director had done an admirable job in this area, as the following broadcast schedule will indicate:

I. WXXI (PBS): 7:30-8:00 AM, Mon.-Thurs. and Saturday and Sunday
II. Ch. 10 (commercial): 6:00-6:30 AM, Mon.-Thurs.
III. People's Cable TV: 4:00-5:00PM, Mon.-Fri.
8:00-10:00 AM, Saturdays

Further, the broadcast over cable and commercial stations is free of charge, and the charge of the PBS station is reasonable. In addition, cassette replays are available to the students at UAW 1097 and on campus. The Director has provided solid foundation to this critical need of the PACE curriculum delivery system.

The other elements of the delivery system -- once-a-week workshops and weekend-long conferences -- appeared to be in good shape also.

The central problem, in the opinion of the team, is that the program has yet to capitalize on the value of the three modes in combination.

Internal Research

All member programs of the To Educate the People Consortium participate in common research and evaluation efforts. The team found that the PACE Program, despite its lack of resources, has been extremely cooperative in this effort. Each semester it administered a survey to its new students in a responsible and timely fashion. The program also maintains complete files on all PACE students. It has laid the foundation for more elaborate studies in the future.

Recruitment and External Alliance

During its first semester, the program's recruitment effort got off to a very promising start, enrolling around thirty working adults -- most of whom were members of the UAW. With strong initial support from UAW Local 1097, the Program planned to tap support from other unions, including Communications Workers (CWA), County/State and Municipal Employees (AFSCME), Electrical Workers (IUE), Teamsters and Civil Services (CSEA), as well as establish relationships with the Kodak Company and Rochester Products. A second semester enrollment of between 75 and 100 students was envisioned, but by the third semester this goal had not been reached. This was of great concern to the team.

There are, undoubtedly, many reasons for this lack of growth. It is true that the Brockport PACE Program did not begin with outside financial support at a level comparable to other members of the Consortium, and the real consequence of this should not be minimized. Yet, in the opinion of the team, this fact does not wholly account for the lack of growth.

The team felt that the Director had been granted neither the funds for recruiting collectivities, nor the time and energy for recruiting within systems.

In sum, the team recommended the provision by Brockport of the financial support which the program requires, including, but not limited to: 1) increased release time for the Director, 2) provision of adequate counselling, recruitment and clerical personnel, and 3) support for the television curriculum during PACE's developmental phase. It also recommended the development of college-wide policies and procedures vis-a-vis PACE at the level of the Academic Council which would: 1) assure the Director of the availability of faculty in a predictable fashion, 2) eliminate inconsistencies in the manner in which faculty are awarded release time, and 3) assure the faculty that their efforts are recognized in the institution's reward system. The team further recommended: 1) a reconsideration of the internal structure of the Division of Special Programs for the purpose of consolidating existing resources and enhancing unit coordination, 2) strengthening of the role of the Academic Planning & Development Committee as a surrogate core faculty for the program, and 3) a reconsideration of the current course compartmentalization in favor of the three-course combination model. Finally, the team recommended that Brockport assign immediately appropriate academic advisors to take responsibility for PACE students.

Longview Community College

The PACE-Longview Sub-Committee was composed of Professor Eric Bockstael, Mr. Carroll Hutton, and Ms. Deborah Owens. This team visited the program in the spring and fall of 1980. Additionally, Dr. Edgar Czarnecki accompanied the team on its first visit.

Program Description

Longview Community College is one of the four district community colleges within Metropolitan Community Colleges which serves the four counties of metropolitan Kansas City. Kansas City has a population of about one million, with a large concentration of UAW members. Several thousand others are employed by the federal government in several agencies, particularly the Social Security Administration. Kansas City is also the headquarters of a major branch site for several large corporations. All major unions have locals in the city and are represented on the Kansas City Labor Council.

Regarding ethnic composition, the city has a Black population of about 50,000. Spanish-speaking Americans make up 6% of the city's population. Most of the city's inhabitants are the descendants of the early Anglo-Saxon farmers who migrated in from the East and the South.

The College constitutes the southern campus of the district system. The physical setting of the College, while by no means rural, is not in a heavily populated zone. This factor-- the lightly populated immediate service area and consequent considerable distance to the center of the city -- is pointed out here as an important element of the social, cultural and logistical context within which the program must operate.

Institutional Commitment

In the course of its visits, the team met with Dr. William Hatley, Chancellor of the system; Dr. Aldo Leker, President of Longview; Dr. Arthur Wilkens, Dean of Instruction; and Mr. Don St. Clair, Director of the PACE Program.

The team reported the Chancellor to be generally supportive of the program, while concerned about administrative control and the novel influence of the Kansas City labor leadership within a district college. The team reported a concern that the Upper Administration generally, was allowing its stance vis-a-vis the program to suffer over such issues, despite the fact that the program was off-setting the College's declining enrollments.

At the level of the College, the President, Academic Dean and the Dean of Student Services indicated to the team during its final visit that the program had surpassed their expectations and that they have no reservations regarding either its quality or its advantage to the College as a whole. From these and other statements, the team concluded that the stated commitment of the administration had improved from its first visit.

Organization & Leadership

The team was extremely impressed with the leadership provided by the Director, who has clearly been the central actor in the implementation and development of the program. The team was not only impressed by the

Director's organizational abilities, but also by his ability to galvanize the faculty into doing much more than could reasonably be expected of them.

The program is now in its second academic year and, if treated as a separate department, would be the sixth largest of the 33 departments on the Longview campus. It is reported to be generating $139,200 from the State for the college district. The program has also generated positions for six faculty members, including one from the humanities who had been scheduled for retrenchment due to falling enrollments.

The team reports that there has been some discussion as to whether PACE should be organized as a separate department with its own faculty. The Director has taken the position that the PACE faculty should not be separated from others in order to enhance the understanding and support of PACE throughout the college.

Curriculum

The PACE curriculum consists of five blocks totalling the 62-semester hours required for the Associate's. These blocks consist of: Social Science, 12 hours; Natural Science, 12 hours; Humanities, 12 hours; Integrated Studies, 12 hours; and one elective, 2-4 hours. Each 12 hour block is composed of a telecourse, a workshop, and a conference course.

Following discussion with faculty, inspection of syllabi, attendance of a conference course and, of course, interviews with students, the team concluded that the curriculum is in an excellent state of development. The team further reported several curricular matters of particular interest. One was the development of a Labor Leadership Skills Training series. Another was a new course offering titled "Social Ethics." This course was quite unique in that it incorporated as resource persons members of the Missouri State legislature. These law-makers presented to the students their own analyses of problems of ethics in the legislative process. A third which caught the interest of the team was the conduct of the English courses. They have as their objective to teach the students to express themselves clearly and coherently in writing by studying methods of rhetorical organization, and sentence and paragraph structure. In implementation, the course is actually developed in relation to other courses of a block, making use of their content and thus presenting a more integrated learning experience.

As with the program in Minneapolis, PACE-Longview was confronted with the problem of transferability of credit to four-year institutions. In the case of PACE, however, not only has transferability with the nearest university -- University of Missouri at Kansas City -- been achieved, but the program has also been instrumental in proposing and assisting in the development of a 2+2 relationship with University of Missouri-Kansas City.

Faculty

The team reported itself to be quite impressed with the faculty participating in the program. These faculty members have been personally recruited from various departments by the Director through an informal screening process.

It appeared to the team that the faculty are highly motivated, respected by the students and performing at a level beyond any contractual obligation. Of course, whether these qualities will continue to be characteristic of PACE faculty as the program expands remains to be seen.

The most outstanding aspect of the faculty observed by the team was a genuine sense of camaraderie. This is quite important for a program which lacks its own core faculty and which places unusual burdens on participants.

In the opinion of the team, the faculty has responded well to the efforts at interdisciplinarity and to the difficulties involved in team teaching. The flexibility of the faculty is probably a key element in the program's early success.

Students

In the course of its two visits, the team had several opportunities to speak with groups of students, and, of course, with faculty about the students. The team reported itself to be quite impressed with the high level of motivation among the students and the regard with which they hold the program. The team received few complaints from the students.

It appears that the program has been able to generate, not only a sense of camaraderie among the staff, but also among the students. One aspect of this reported by the team should be mentioned as an illustration of the purposeful efforts of the program to reach the students, not only intellectually, but also socially.

Most of the population being attracted to Longview, and PACE, is white. The conference course is held on campus located in a predominantly white part of the city. By design, one Humanities conference weekend placed an exclusive emphasis on Black performing artists -- much of whose material was highly political. This was done both to send a message to the Black students that their presence was recognized and valued by the program and to foster discussions among all the students on questions of culture, politics and art.

Student Services

One problem faced by PACE-Longview which was commented on by the team following each visit concerned the provision of student services. Despite its dramatic increase in enrollments, the Program has been unable to generate its own counselor/recruiter.

The team reports, however, that the Director and participating faculty have responded to the situation in a most creative fashion. All participants in the program have trained themselves in the skills required for both academic advising and recruitment. Indeed, the team reports that the Director has even spent considerable time briefing the program secretary on program structure, requirements, etc.

Understandably, the program would rather have staff members devoted to counseling and recruitment full-time, and the team reports that the Director continues to pursue this important matter. In the interim, however, the program has clearly marshalled its existing resources in a commendable fashion.

Delivery System

The program employs the three-mode delivery system of workshop, television and conference courses. These workshops are held in sites throughout the community in neighborhood centers, libraries, union halls, etc. This has undoubtedly proved to be a major factor in the program's success, given the physical distance between the city's population center and the Longview campus.

According to the team, the conference courses are well-organized, well-attended and sufficiently interesting to offset student fatigue -- a perennial problem with this mode of delivery.

The program has established an excellent relationship with its local PBS station and negotiated a good broadcast schedule at reasonable rates. Additionally, the station assisted PACE in producing a few programs of its own for the "Faust" series.

Research

The team discussed the question of internal research with the Director and with the Program Coordinator, Dr. Sarah Evans. As early as the first semester of the program, efforts began to systematically study the motivations and perceptions of the students vis-a-vis the program, as well as the process by which they were recruited.

Further, through the assistance of the Program Coordinator, PACE has cooperated fully with other TEP programs in collecting comparable data and in making the data readily available to other Consortium members.

Finally, the team was briefed on a number of other research-related activities, including systematic phone interviews with potential students and with drop-outs.

Recruitment and External Relations

The program has experienced extraordinary success, not merely in general recruitment activities, but, of particular interest to the Consortium, in recruitment via external relations.

The team was most impressed by the Advisory Board which the program has established. It is, without doubt, the most active board of any TEP program. On this board sit many of the key labor leaders of Kansas City. The team reported that the Board functions to: interpret the education needs of the labor movement, both rank and file and the leadership; it promotes an exchange of ideas which leads to not only experiments in education, but also to research opportunities of mutual benefit; and it works in a variety of ways to promote the idea of PACE to the wider community and to decision-makers.

So numerous have the concrete outcomes of the Board been, that the team was unable to document all of them. A few items, however, may be repeated here.

The program has been officially endorsed by the Labor-Management Council of Kansas City. It also enjoys the personal support of Mr. Robert Reeds, Executive Secretary-Treasurer of the Greater Kansas City Labor Council, as well as Mr. Meyer Goldman, editor of the Kansas City Labor Beacon. The program has also received support from major unions such as the Teamsters, the UAW, AFL-CIO, etc.

On a more particular level, Mr. Clinton Ramsey, Director of the Apprenticeship Program of Operating Engineers Union 101 offers a one-year tuition scholarship to any union member enrolling in PACE. The UAW assigned two staff members to promote the program. With the direct help of labor, the program secured a grant for a labor history project from the Missouri Council for the Humanities. This only touches upon the list of concrete outcomes reported to the team.

Finally, the program has also sought support from minorities and from elected officials. It has developed a proposal for a study of Hispanic history and its relation to the labor movement. It has the support of key Black leaders, and offers workshops at the Kansas City Headquarters of P.U.S.H. It has been publically endorsed by many elected officials, including Congressman Richard Bolling and Senator John C. Danforth.

In sum, the program has put into practice the Consortium's idea of a new relationship between higher education and its clientele.

Minneapolis Community College

The College for Working Adults-Minneapolis Community College Subcommittee was composed of Dr. Edgar Czarnecki, Dr. Richard Place and Ms. Pamela Tate. This team visited the program in the spring and fall of 1980.

During the team's two visits meetings were held with top administrators of both CWA and the college, participating and non-participating faculty, counselors, and students. Further, during its final visit the team met with representatives of two four-year institutions concerning arrangements for those students who wish to continue toward a baccalaureate degree, and attended a Social Science conference, speaking with a number of students as well with faculty and counselors.

Program Description

CWA is a part of the Metropolitan Community College. The MCC campus is located on the southern edge of downtown Minneapolis. It is the smallest of six community colleges in the Minneapolis-St. Paul area and is the only one located in the central city. Until recently, the college regularly lost students to the other community colleges because of its poor facilities and location. The college operates on the quarter system and offers a wide range of programs, some of them in cooperation with the Area Vocational Technical Institute which adjoins the MCC complex.

After several exchange visits by Wayne State and MCC faculty in 1978, the college conducted a feasibility study on the TEP model. During the spring term of 1979, one faculty member from each of the three divisions was assigned full-time to curricular development. Thus, approximately two years of preparation preceeded the offering of the first courses in January 1980. The courses were carefully adapted to local needs, and the faculty and staff had developed a clear sense of the nature of the educational model they were implementing.

This extended planning period was made possible because of the nearly $380,000 in grant money the program has received. The Minnesota legislature and the National Endowment for the Humanities provided part of the funding, but a major portion came from two local foundations, the Bush Foundation and the Northwest Area Foundation. The grant funds also enabled CWA to spend $50,000 on a public relations campaign to establish the program in the public consciousness.

CWA opened in winter quarter 1980, with approximately 140 students and by its second quarter grew to 258 students. Enrollment is currently 440 students.

CWA is now one of the older and more solidly established programs based on the educational concepts and curriculum developed at Wayne State University's Weekend College. As a division within Minneapolis Community College, it has its own faculty and utilizes the TV-workshop-conference format and topically focused curriculum associated with the TEP idea. The initial stages of the program are noteworthy in two respects:

1) the planning and study that went into the program before it opened its doors; 2) the considerable amounts of grant money that played an important part in the setting up of the program.

The program has been awarded divisional status and is now larger than four of the out-state community colleges. The Social Science and Humanities tracks are fully operational, and the Science track began in spring quarter, 1981. CWA is not without problems, but in general the team reported a healthy attitude among the faculty and staff and a constructive relationship with the administration.

Institutional Commitment

Higher education in Minnesota, as in many other states, is in the midst of a severe financial contraction the effects of which are being felt at every level, including community colleges. The decline in state funding has been particularly hard on a developing program such as the College for Working Adults and has intensified every problem it faces. Unfortunately, the contraction of state funding coincides with the termination of outside funding, and with the State facing a one billion dollar deficit in 1981, the situation will undoubtedly worsen. Despite these problems, the team was quick to point out that it found no indication among the program personnel that their program was being unfairly treated. That the program has been awarded divisional status is undoubtedly a factor in this perception.

It should also be noted that the program began with very strong backing by then-President Curtis Johnson, who made several trips to Detroit to personally explore the idea of a TEP program for Minneapolis Community College and who later offered public statements of support and encouragement to other interested institutions around the country. Indeed, the Minneapolis program is unique in the extent of its early and strong institutional commitment.

Organization and Leadership

As with any new, non-traditional program the burdens carried by the program leadership are severe. During its initial visit, the team spent a good deal of time with then Director Jim Field and his associate, Mr. Larry Olds, and found them cooperative, open and deeply committed to the success and quality of the program. The team, however, also found them overburdened with a wide range of tasks that consumed their energies and time beyond what should be asked of them and beyond what can be sustained for a long period of time. At the time, it seemed to the team that the position of these two key persons in relation to the college was somewhat ambiguous which further added to their burdens. Indeed, in a preliminary report of Spring 1981, the team expressed concern that this situation posed a threat to the future quality and growth of the program.

Between the first and second site visits, however, the original director had been replaced by a new director, who was also a faculty member and had been a participant in the program since its inception. It appeared to the team that this change had considerably enhanced the leadership potential of the Director's office vis-a-vis the faculty. Further, Mr. Olds has since been transferred to faculty status.

The team observed that in the coming months decisions would be made at MCC concerning the question of a centralized or decentralized model. For reasons of cost as well as general college policy, both President Johnson and Dean Oatey informed the team that wherever possible CWA program services must be delivered through college agencies. Dean Oatey was confident that with the exception of recruitment the needs of the program could be met through an integrated service network which would make itself more readily available during evening hours and on weekends. This confidence, however, was not always reflected in the remarks of the program staff. Much of their concern centers on student services, but it seemed clear to the team that the major issue is that of off-campus centers. The team reported that Dean Oatey spoke of the difficulty in maintaining the enrollment levels necessary for their efficient operation and that he thought that some of them would have to be closed. Among the staff, the team spoke with some who disputed the Dean's assessment of the situation. Given the central role of the off-campus centers to a program of the character of the College for Working Adults, and given the need to maintain a cost-efficient operation, the team saw this as a major problem area in which the decisions made will go far to determine the program's effectiveness.

Finally in this area of organization and leadership, the team found, during its first visit, a lack of clear and concrete financial information. They reported that this problem, which makes planning extremely difficult, had unquestionably contributed to the administrative problems which, in turn, had been a central factor in the turmoil surrounding the directorship. With the program at a critical stage of expansion in a time of contraction of public funds and termination of major outside funding, the team strongly expressed the need for more certain information and control if the problems facing the program are to be dealt with in an effective manner.

The Faculty

During its first and second visits to the program, the team reported that it was quite impressed by the quality of the faculty, finding them to be extremely dedicated and hard working. Indeed, they reported that the faculty had a clear grasp of the multi-disciplinary nature of the curriculum and a reasonable approach to the problems of adaptation to local needs.

Further, the team found an appropriate mixture of regular and temporary faculty and reported that the latter had been selected with care and given extensive orientation to the program. In all probability, these very positive evaluations of the program faculty reported by the team are a function, to a considerable extent, of the divisional status of the program and its consequent ability to cultivate social and intellectual interaction among the faculty, in contrast, it would appear from other reports, to the problems often involved in matrix staffing.

One problem involving the faculty which did catch the attention of the team, however, concerned the potential for conflict which a rapidly enlarging faculty poses between "old" and "new" instructors. In particular, the team cited the example of an English 101 course which had been developed for the program by faculty other than those who would take it into the field, with the latter group finding it not altogether suitable and consequently having to attempt to make course revisions in mid-term.

Curriculum

The program offers six quarters of study, covering the academic areas of: Social Sciences; Humanities, Communications and Arts; and Science, Mathematics and Technology. The 72 credit hours offered through these six quarters satisfy the distribution requirements of the College. By adding 18 credits of elective courses, students earn the Associate of Arts.

In both structure and content, the program's curriculum is very similar to that of the model. For example, the Winter Quarter offering in Social Science is a 12-credit hour (full-time) package of workshop, television and conference in which the TEP telecourse "Work and Society" is thematically integrated with the workshops and conferences. Further, the instructor responsible for instruction of students in the weekday class also evaluates their work in the TV and conference courses. Thus, CWA combines thematic with behavioral integration.

The team reported meeting with several faculty members, attending classes and observing part of a conference course, as well as inspecting syllabi for courses they did not have time to visit. The team offered a most favorable evaluation of the quality of the curriculum in terms of both content and organization.

Questions of quality aside, a central problem facing CWA as a two-year program is that of assuring transferability of credits to four-year institutions. The team reported that considerable progress had been made since its previous visit in linking the CWA program with programs offering the baccalaureate degree. The importance of such arrangements is not lost on the students, the overwhelming majority of whom hope to earn a baccalaureate degree. The team met with representatives of both Metropolitan State University and the General College of the University of Minnesota, and reported that both institutions are eager to receive students who have completed the CWA program. This transfer was made easier because CWA students meet MCC distribution requirements and receive the Associate of Arts degree.

The team reported that the two programs offer CWA students a fair range of options for attaining their goal of a four-year college degree. Metro offers the Bachelor of Arts degree and provides the greater degree of flexibility with its individually tailored program of study and arranged courses. However, it is markedly different from the CWA model, and the team noted some concern among the CWA staff that this will deter CWA students. The Metro people feel that the advantages of their program will become apparent once the students have reached the junior-senior level. General College offers both a Bachelor of General Studies and a Bachelor of Applied Studies. It has developed a series of packaged courses, carrying nine hours of credit, which are geared to the CWA model. It also requires a Senior Report of all candidates for the baccalaureate which is something akin to the Senior Essay required in the Weekend College curriculum. There is some question as to General College's flexibility in regard to time and location of classes. The two programs will appeal to different sorts of students, and effective counselling will be needed for successful transition to one or the other program.

The Students

The team reported that the students interviewed were quite enthusiastic. Chief among the reasons given for liking the program were that it would allow them to complete their education in a reasonable time and that the courses were integrated and did not force students to shift from one subject to another, often unrelated, subject. One student who had transferred from one of the suburban community colleges spoke of the degree to which CWA courses related to what was going on in the world in contrast to his previous courses which usually presented an isolated body of facts.

The strongest point in the CWA operation was the learning process uniting students and teachers. The students interviewed by the team expressed strong support and appreciation of the Program. Of particular interest was a discussion with the counselor and a student from the

North American Indian Center. Both gave high marks to the program along with some negative comments. Their criticism was directed chiefly at the TV component which was described as often dull and sometimes obscure. It was felt that where applicable regular TV plays, etc., were preferable to the TV courses. The chief objects of praise were the local class site and the instruction. The sense of going to class on their own turf rather than having to go out into the white world where people are "going too fast to go nowhere" was important to them. Also of great importance was the fact that each beginning group of students has been taught by a Native American instructor. This, it was felt, made for a much more successful college experience. The team's discussions with other students during the weekend conference on Collective Bargaining added to its impression of strong and wide-spread student satisfaction with the CWA program.

Student Services

From the point of establishment, the program has been fortunate in having a recruiter/counselor on the staff. As the program grew rapidly, however, the need became clear for more recruiters/counselors. The team pointed out this problem to appropriate officials at the conclusion of its first visit.

Between the team's first and last visit, a second person was brought on board. Yet, by the time the team arrived in Minneapolis for its final visit, this person had proven to be less than satisfactory and had left the program. Further, at the time of that visit, no replacement person had been identified. The team reported considerable dismay over this situation and strongly recommended its resolution. Further, one faculty member has surveyed the staffing level of the Weekend College program which, with only twice the number of students, has ten counselor/recruiters, with the intention of using such a survey to help document the need for increased staffing.

Delivery System

The program, as mentioned, employs the three-mode delivery system characteristic of the TEP model. Workshops are held at locations scattered throughout the Twin Cities area.

The team reported favorably on both the intellectual and logistical organization of the conference courses. It would appear from the team's reports, however, that the program is experiencing difficulty delivering the telecurriculum.

The team reports that the payments to the local public TV station ($395.00 per hour) constitute a tremendous drain on the program's resources and create the situation whereby the program serves as a conduit for the transfer of funds from private foundations to public TV in the Minneapolis area. The high cost of TV time has increasingly impinged upon the delivery and pedagogical content of the courses by forcing a cut back in the number of half-hour programs per TV course and the substitution of regular TV programs of related interest, movies, plays, etc. In the opinion of the team, this does not seem to have affected quality, and the impression gained was that these changes were widely regarded as an improvement over some of the TV course programs. Nonetheless, it represents a significant incursion of the cost factor in the determination of pedagogical content, and in all liklihood the pressure to pare TV costs by cutting air time will play a greater role in the future if remedy is not found. TV costs also add appreciably to the financial and administrative uncertainty and confusion which trouble the program and make development of new courses that much more difficult. The high cost of TV time is the single most disturbing problem encountered by the team. To place this problem in context, it should be noted that most TEP programs are paying between $30 and $60 per hour for air time.

Research

The CWA program is fortunate in having on its staff a program evaluation expert who is also a faculty member. This is an indication of the thoughtful planning which has gone into the program.

This researcher proved to be a key source of information to the team and impressed the team members not only with his many independent efforts to gather needed information for program development, but also for the level of cooperation which he had established in the area of research between CWA and the Consortium as a whole.

Recruitment and External Relations

Given the impressive enrollment figures cited earlier, recruitment into the CWA must be judged as successful by the criterion of numbers. Indeed, sheer numbers are more critical to CWA than to other TEP programs because of the extraordinary cost of air-time in Minneapolis.

Still, the stated target of TEP programs is not simply persons who happen to be adults, but blue-collar and low status white-collar workers in particular. For these groups, the team found success only in the area of non-unionized clerical workers from corporations with headquarters in Minneapolis.

While the sophisticated media efforts of CWA have had their measure of success, successful recruitment of blue-collar workers requires personal contacts and negotiations with organized labor. The team reported that the early effort to establish an Advisory Board including labor leaders had been formally successful, but had not translated into active union participation. The team also reported, however, that CWA is quite aware of the situation and is yet determined to establish better relations with the labor movement in Minneapolis.

One striking area of success pointed out by the team is the close relationship developed with the American Indian Center, which now enrolls about fifty Native Americans in the program and offers workshops on-site.

3. THE STUDENTS

Introduction

The To Educate the People Consortium is, without doubt, one of the most innovative experiments occurring in post-secondary education today, and carries with it all the potential of a lasting impact on the structure and purpose of American higher education. As such, it requires careful analysis. Toward this end, the members of the Consortium have pooled their resources to establish a number of diverse informational activities: the twelve-member Outside Evaluation Committee, charged with a broad evaluation of the actual implementation of the TEPC model; director's workshops; faculty and staff consultancies; and the Research Committee.

The Research Committee consists of one representative from each operational program, a coordinator based in Detroit, and a resource person from the Open University. The purpose of the Committee is to design and execute Consortium-wide data gathering and research projects and to assist members conducting unique studies at their home institutions.

This chapter reports the results of the major project currently being conducted by the Research Committee: the New Student Survey (NSS). The purpose of the NSS is to gather such important information on students entering Consortium programs, as: 1) reasons for enrolling; 2) tuition financing; 3) socio-economic characteristics; 4) career expectations; as well as a number of other variables.

The instrument used to gather this information is a modification of one used in a national study of graduates of non-traditional colleges sponsored by the National Institute of Education and carried out by the Bureau of Social Science Research in cooperation with the American Council on Education (Sosdian & Sharp, 1978). This instrument was later modified by Alan Woodley, Research Fellow, The Open University, UK, for use as an entry-level questionnaire for students entering Weekend College-type programs (Woodley, 1979).

To date, this questionnaire has been administered to students at Buffalo, Brockport, Longview, Minneapolis, Oshkosh and South Florida. Efforts are underway to survey the students at other sites during academic 1981-82.

In addition to the NSS, the Research Committee has been preparing for a number of other projects. They include: design of a revised New Student questionnaire, development of a common reporting format, creation of a common computerized data base, an attrition study, studies of the graduates, collaboration with the Open University on longitudinal, action-research, and securing outside support.

To this end, one-day meetings were held in Detroit in January and June of 1980, and April and May of 1981. Understandably, coordinating efforts of persons located at far-flung institutions would benefit from increased contact.

Some of the plans of the Committee will be described in more detail in Chapter Six. What follows is a series of studies using the New Student Survey.

Report of a Survey of Students Enrolling in the PACE Program of S.U.C., Brockport during Spring Semester, 1980

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December 18, 1980

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Introduction

It is the goal of the member programs of the To Educate the People Consortium to bring higher education to working adults. When the PACE Program of SUNY. Brockport began operation in January of 1980, it succeeded in attracting thirty-five students not previously enrolled in the College. As part of a larger effort to better understand the kind of students being attracted to PACE — their socio-economic background, educational history, goals, motivation and concerns -- the Program Director requested that the students complete the New Student Questionnaire, which had been developed by the Research Committee of the To Educate the People Consortium (McMann, 1980). This paper reports some of the more interesting results of that questionnaire administration. Since we are dealing with rather small numbers (25 completed questionnaires, for a 70% return rate), the analysis will be simple and straightforward; its only purpose being to give the reader a general impression of the first wave of students who entered the PACE Program during its premier semester.

Socio-economic Characteristics

Let us begin with some basic facts about these twenty-five students: race, sex and marital status.

TABLE I: Race of Students by Sex

	Male	Female	
White	12 (.48)	6 (.24)	18 (.72)
Black	2 (.08)	5 (.20)	7 (.28)
	14 (.56)	11 (.44)	25 (100%)

Table I indicates that the first class of students was composed almost equally of males and females, the majority of whom were white.

Table II, below, presents the marital status of the students, and we see that most are, or have been, married.

TABLE II: Marital Status of Students

Married	16
Separated/divorce	6
Widowed	0
Never married	3
	25

While, unfortunately, no data are available on the age of these students, the marital status data would indicate they are adults. Are they the working adults for whom the program was designed? Table III indicates that they are, while, even more importantly, Table III also indicates that they are the blue-collar adults which PACE regards as a key target population.

TABLE III: Employment Levels and Occupational Status of the Students.

A. Employment levels

In paid full-time work	2[illegible]
In paid part-time work	0
Temporarily unemployed (Laid-off)	1
Unemployed	0
Other	0
	25

B. Occupational Status

Blue-collar	21
White-collar	4
	25

Goals and Objectives of the Students

What is it that these students want from PACE? Table IV indicates the aims of the students in enrolling in the PACE Program.

TABLE IV: Aims of the Students Enrolling in PACE.

1. I plan to complete a Bachelor of Arts in Liberal Studies: PACE Option	19
2. I plan to gain enough credit hours for admission to a program outside the off-campus college	4
3. I am just studying for my own interest; I am not aiming for credit hours or a degree	0
4. I will study until my Veterans Benefits run out	0
5. I don't really know yet	1
	25

Students were also offered eleven specific goals and asked to rank the importance of each in their decision to enroll in PACE. The five possible response categories for each goal were: "not important"; "somewhat important"; "important"; "very important"; and "extremely important". By assigning each response category a numerical value from 1 ("not important") to 5 ("extremely important"), it is possible to rank the relative importance of each of the eleven goals for the students as a group. Table V shows the rank order of those goals scoring in the range of 3.0 to 5.*

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* The four goals which failed to obtain a score of at least 3.0 were: 1) "To improve my job skills and my ability to perform my work" (2.6); 2) "To qualify for a professional license" (2.3); 3) "To obtain the credential which would make me eligible to receive the right pay for the work I am already (was) doing" (1.4); and 4) "To obtain the educational benefits to which I am entitled as a Veteran" (1.3).

TABLE V: Student Goals Ranked by Importance

		Importance Score
1.	To develop a new career	4.0
2A.	To have the satisfaction of having the degree	3.8
2B.	To obtain the credentials which would qualify me for the kind of jobs I really wanted	3.8
3.	To improve my chances of good pay and/or promotion in my career	3.5
4.	To feel the enjoyment and have the experience of learning on my own	3.4
5.	To obtain prerequisites for entry into a higher level degree program (e.g., Law, Masters, etc.)	3.2
6.	To learn more about the subject area simply because I was interested in it	3.1

Perhaps the most interesting aspect of Table V is the high level of importance given to the non-instrumental goal of the satisfaction of having the degree. This result is also in line with the importance accorded this particular goal by students in another PACE-type program at Minneapolis Community College where 87% of the respondents ranked "degree satisfaction" as "important, very important or extremely important" (N=195), giving it the highest rank in a list of 13 goals. (Olds, et al., 1980).

The importance accorded to career change and improvement is supplemented by information presented in Table VI resulting from the question, "If your plans work out, what type of work do you expect to be doing in ten years from now?"

TABLE VI: Student's Work Expectations Ten Years Hence

1.	I expect to be doing the same type of work and at the same grade or rank as present	0
2.	I expect to be doing the same type of work, but at a higher grade or rank as at present	2
3.	I expect to be doing a different type of work	18
4.	I expect to be a full-time homemaker	0
5.	I expect to be retired by then	1
6.	Other plans	0
7.	Don't really know	4
		25

Probing a bit deeper into these mobility expectations, we may ask, what is it about their current work which makes them dissatisfied? Table VII presents information from a question which asked each student to respond to a list of 15 factors related to work. The student was asked to both state the importance of each factor to him or her, and then state how satisfied he or she was with each factor. The response categories for importance were: 1)"very important"; 2)"fairly important"; and 3)"not very important". The response categories for satisfaction were: 1)"very satisfactory"; 2)"fairly satisfactory"; and 3)"not very satisfactory". A rough scale of relative satisfaction may be constructed by assigning a numerical weight to each response category and multiplying a respondent's importance score by his satisfaction score to obtain an indicator of satisfaction relative to importance. Assigning "very important" and "very satisfactory" each the weight of 3, "fairly important" and "fairly satisfactory" each the weight of 2, and "not very important" and "not very satisfactory" each the weight of 1, it is possible to construct a scale of relative satisfaction ranging from 1 (not very satisfied with a factor seen as not very important) to 9 (very satisfied with a factor seen as very important).

The results of such an exercise, reported in Table VII, is quite interesting. The extrinsic factors of work such as pay, security and work conditions, thought to be most important to working-class people, tend to cluster in the top third of the ranking -- indicating greatest relative satisfaction. Intrinsic factors of work, on the other hand, cluster much lower on the scale.

TABLE VII: Ranking of Relative Satisfaction with Work Factors.

1.	Conditions of work	6.05
2.	Pay	5.80
3.	Near home	5.71
4.	Job security	5.67
5.	People I work with	5.46
6.	Hours of work	5.24
7.	Respect for Employer	5.22
8.	Opportunity to work with people rather than things	5.00
9.	Responsibility	4.52
10.	Opportunity to use skills, training	4.38
11.	Variety of work	4.25
12.	Interest of work	4.17
13.	Can make own decisions	4.08
14.	Opportunity to get ahead quickly	3.96
15.	Opportunity to be helpful to others	3.87

If we may assume (and it is only an assumption) that a central element in the desire of these worker-students to change careers (Table VI) is dissatisfaction with their current work situation, then we might draw the intriguing, if tentative conclusion that a major motive force among this largely blue-collar group is not, as might be thought, the simple desire for money and security, but something much more complicated. And this "something" allows us to wonder how the students have interpreted the phrase "to get ahead quickly" (rank 14). To "get ahead quickly" may not mean to these students simply increasing money and security (ranks 2 & 4); it may mean a qualitatively different kind of life. Of course, we are dealing with small numbers here and closed-ended questionnaire responses. Serious pursuit of these tantalizing data would seem to require in-depth, open-ended interviews. Still, this should give pause to those who characterize working-class students as motivated wholly by economic goals.

Problems, Constraints and Resources

All students must overcome problems to achieve their academic goals. In the case of working adults, the problems are often magnified. Table XIII reports results of a question which asked students to rank the importance to them of a number of scheduling and time factors which may have been a consideration in their opting for the PACE Program.

TABLE VIII: Importance of Scheduling Factors in Choosing PACE.

	Not Important	Somewhat Important	Impt	Very Impt	Extremely Important
Minimal number of days (or time) required on campus		6	7	6	4
Chance to be in program with flexible location(s)		4	5	7	7
Chance to be in program with flexible scheduling		3	6	7	7
Chance for part-time study					
Needed/wanted to maintain regular job schedule		1	4	6	12
Needed/wanted to obtain a degree while working in a shorter period of time than possible in other programs		1	5	3	14
N=23					

Table XIII indicates that all the factors listed were of at least some importance in choosing PACE. This may be predictable in the case of working adults, but Table IX supplements the results of Table XIII by offering data on how much of a problem the students felt 15 selected factors might prove to be.

TABLE IX: Factors Perceived as a Problem by PACE Students.

	No Problem at all	A Slight Problem	A Problem	Quite A Problem	A Great Problem
A. Gaining necessary skills	14	6	3	1	
B. Gaining necessary writing skills	6	11	5	2	
C. Understanding the content of the courses	10	7	5	2	
D. Dealing with the Math in Science/Technology courses	4	10	4	2	2
E. Getting to the Workshops/ classes	16	6	1	1	
F. Getting to the Conference classes	18	5	1	1	
G. Getting to see the T.V. programs	13	4	4		3
H. Lack of contact with instructor	18	4	1		1
I. Lack of regular contact with other students	19	5			
J. Lack of counselling/advice	15	3	2	2	2
K. Self-discipline: getting down to regular study	4	9	9	1	1
L. Lack of energy after day's work	5	9	7	1	1
M. Finding the money to pay for the courses	20	2	2		
N. Having a place at home to study quietly	15	5	3	1	1
O. Finding the time necessary to study	2	10	8	2	2

As Table IX indicates, while most of the students are confident of their ability to deal with the factors listed, there are a few problems which stand-out as sources of concern.

Examination of this table indicates that the students expressed the greatest concern over the following:

1. Finding the time to study
2. Self-discipline
3. Mathematical abilities
4. Energy after a day's work
5. Writing skills

Items 1, 2, and 4 above are clearly related to the basic constraints imposed by work and family and could be interpreted as indicating that the importance assigned to the scheduling factors available through PACE (Table IX) does not merely result from an unwillingness to be inconvenienced.*

Table X, below, presents responses to a question which asked the students why they had not completed a Bachelor's degree program earlier.

TABLE X: Reasons for Not Completing a Bachelor Degree Program Earlier.

1.	I didn't really know what I wanted	12
2.	I didn't really need a college degree	3
3.	I didn't think I had the ability	5
4.	Marriage or family responsibilities were too demanding	12
5.	My job was too demanding	6
6.	Financial problems	12
7.	Changed resides frequently	1
8.	Military service	2
9.	Some other reason	1
10.	No response	3

Three factors tied as major reasons for not completing the B. A. earlier. That item number 1, "I didn't really know what I wanted," may be at least partially overcome is indicated by the current decisions of these students to complete their degree, either within or outside of PACE (Table IV), and their stated to seek new careers (Table VI). The other two major factors -- "marriage and family responsibilities too demanding," and "financial problems" -- may, of course, continue as possible stumbling blocks to eventual graduation. Yet, there is some evidence that these factors may not loom as large in the future as they may have in the past.

One's family can be a demanding responsibility, but it can also be a source of moral support. Table XI reports responses from the question, "On the whole, what do a) your family, b) people you work with, c) your employer, and d) your other friends feel about you attending college?"

TABLE XI: How Family Feels About Student Attending College

Very happy and generally encouraging	22
Fairly happy about it, but have some doubts	1
Don't mind, not bothered either way	2
	25

N=25

The very positive feelings of the families of the students indicated above (created, in part, one might think, by the course delivery system of PACE which minimizes time away from home), should prove a source of moral support.

Interestingly, the employers of the students also appear to be rather supportive. Table XII presents student's perceptions of how their employers feel about them enrolling in college. That most of the students see their employers, on the

TABLE XII: How Employer Feels About Students Enrolling in College

1. Very happy and generally encouraging	8
2. Fairly happy about it, but have some doubts	3
3. Don't mind, not bothered either way	8
4. Disapprove, can't understand why I bother	2
5. Totally opposed to the idea	0
6. I have not told them about the program	2
7. I have told them but I don't know how they feel yet	0
8. Not applicable/not employed, etc.	2
	25

N=25

whole, supportive or at least neutral should prove a positive factor in their retention. One aspect of the critical nature of the role of employer attitudes is indicated in Table XIII, which presents data on how the students are financing their studies.

TABLE XIII: Sources of Tuition Financing

1. Current earnings	0
2. Other personal resources	0
3. GI Bill	0
4. Federal money (but not GI Bill)	0
5. State money	0
6. Tuition rebate from employer	24
7. Other source	0
8. No response	1

Table XIII shows that at least 24 of the 25 respondents are receiving tuition reimbursements from their employers. This is a financial resource which should help militate against the third major factor identified by the students as a reason for not completing their B. A. earlier: "financial problems". The generally not unfavorable attitudes of most employers is particularly important, given the dependence of the students on tuition reimbursements: it is not unheard of for worker-students to be discouraged in pursuit of an educational program by the negative attitudes of personnel officers charged with approving tuition reimbursements.

One final "resource" area would involve educational history. Unfortunately, no comprehensive history is available on the students. The questionnaire did, however, tap a few aspects of educational history which might be of interest in this area. Table XIV, below, presents data on the length of time since these students engaged in "any serious study."

TABLE XIV: Years Since Any Serious Study

1. 0 to 2 years	5
2. 3 to 4 years	3
3. 5 to 9 years	10
4. 10 to 14 years	4
5. 15 years or more	2
6. No response	1
	25

While Table XIV indicates that most of the students have been out of an educational setting for a considerable length of time, Table XV, below, in presenting data from a question asking if the respondent had participated in any type of educational activity since high school (e.g., college, apprenticeships, etc.), indicates that they do not necessarily hold negative attitudes toward education.

TABLE XV: Involvement in Educational Programs Since Leaving High School

A. Yes, one or more educational programs	20
None	5
	25
B. Yes, some college	13
None	12
	25

As the table indicates, these students as a group have participated in some educational effort since high school, and a little over half have had at least some college experience. Presumeably, the attitudes and experience implicated would be a resource to the academic progress of these students.

Summary & Conclusions

This report has presented information from a questionnaire administered to the students of the PACE Program during its first semester of operation. It was found that these first students were about evenly divided between males and females, most of whom were white and most of whom were or had been married. They were also found to be a basically blue-collar population.

Most stated their intention to gain a BA/LS through the PACE Option and ranked as major goals the chance to develop a new career and the satisfaction of having a degree. As a group, these students seemed most satisfied with the extrinsic factors of their work, and least with the intrinsic factors.

The flexibility of the PACE delivery structure was found to be an important factor in attracting these students, which, in turn will probably contribute to lessening some of their basic stated concerns regarding time to study, self-discipline and energy after a day's work. Other factors which may contribute toward their progress were found in family and employer's attitudes toward their enrollment in PACE and in their previous educational efforts since high school.

[illegible] questionnaire survey, of course, can probe very deeply into the human reality taking place in the PACE Program. This report, however, represents an initial effort at a systematic understanding of the consequences of PACE's efforts to extend a humanities-based program of higher education to working adults.

APPENDIX A: Student Comments

Note: The following is a verbatim log of responses to an item requesting the students to "...describe any problem which is causing you special difficulty with your studies."

1. Not enough time between work and study time for the class work loads.
2. Too much written homework, book reports, etc.
3. Anxiety to do well causes a mental block. Difficult to organize thoughts on paper.
4. Staying "tuned in" for long periods of time ... 1, 2, 3 years
5. Understanding what instructor wants in written assignments in all courses.
6. In taking on-campus courses, the professor (one) isn't willing to help work out student's difficulty at grasping subject. Student asks to do extra work to help improve grade. Teacher unwilling to cooperate. Should student go to Dept. head for conference? Student has approached professor on four separate occasions and has missed no classes.
7. Too much work concentrated at the end of the term.
8. Just learning to study, to discipline myself back into the routine of school after being out for so many years.
9. Reading comprehension and the amount of it
10. Just finding time and energy after working and caring for the family.
11. PACE was supposedly set-up to help you get an education by putting your family first, your job second and school third. I feel that it has failed to do this, e. g., Saturday and weekend conferences take away your only free time off work. Also, restrictions put on attendance at other classes in PACE. I feel it needs to be a more independent study type program.
12. None- just have to make myself find time to study
13. Nothing I cannot overcome with self-discipline
14. I feel there is too much reading for an adult working a 40 hour work week
15. The weekend conference would have been much better if it had been broken down into three months rather than one month. I don't feel adequately prepared.
16. My job sometimes requires that I work longer than a forty-hour work week.
17. Finding time to study between work, housework and kids.

18. I feel the reading is too much. I am a working parent. I am taking the American History class. He gives too much work for the average person.

19. Illness in family which causes attendance to be bad. It's not fair when you miss class you receive an "E".

20. Finding the time to read, self-discipline.

Comments on a
Survey of New
Students Conducted
by the BLS Program, University of Wisconsin,
Oshkosh

Richard McMann
Coordinator for Research & Evaluation
To Educate the People Consortium
June, 1981

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Introduction

The Director of the Liberal Studies degree program at Oshkosh has supervised several studies relating to the students. Two of these studies were surveys of new students using the TEP "New Student Survey" form. These surveys were administered in the spring, 1980, (N=60) and winter, 1981 (N=23). The results were compiled into a summary report of response frequencies. This paper examines those frequencies gathered by the staff of the University of Wisconsin-Oshkosh. Any interpretations offered are those of the writer.

Comments

The respondents were asked for their reasons for not completing a Bachelor's degree earlier. Table I illustrates their responses.

TABLE I: REASONS FOR NOT COMPLETING DEGREE EARLIER

	N	%
I didn't really know what I wanted	23	13
I didn't really need a college degree	10	6
I didn't think I was smart enough	14	8
Marriage/family responsibilities too demanding	53	30
My job was too demanding	18	10
Financial problems	35	20
Changed residences frequently	5	3
Military service	9	5
Other	8	5

Note: Multiple responses were possible

We see from Table I that family, followed by finances were the most frequently cited reasons for not completing college earlier. Following up on this, Table II presents information on the current marital status of the respondents.

TABLE II: CURRENT MARITAL STATUS

	N	%
Never Married	9	11
Married	49	61
Separated/Divorced	17	21
Widowed	5	6

Table III, then, illustrates responses to a question of how the respondents are now financing their education.

TABLE III: SOURCES OF TUITION FINANCING

	N	%
Current earnings	44	37
Other personal resources	20	17
Veterans benefits	2	2
Scholarship, loan, a grant (Other than G.I. Bill) from Federal Government	10	8
Tuition rebate from employer	27	22
Other	4	3

Given Table I's illustration of why these students didn't complete their degree earlier, we might ask how they came to enroll in this program, what their intentions are now and what problems they may be experiencing.

The respondents were asked to explain how they first heard of the BLS program and to cite some factors which played a part in their decision to choose this program.

TABLE IV: HOW RESPONDENTS HEARD OF BLS PROGRAM

	N	%
Newspaper advertisement	32	34
Read a human interest story in newspaper	9	10
Heard about it from a BLS student	8	9
Heard about it from friend not in the program	10	11
Other	34	37

The table above indicates sources of information regarding the program. The large category of "Other" contained diverse responses, most of which referred to recommendations from faculty, counselors and mailed literature. Newspaper ads and campus-based information, then, account for most responses.

Regarding factors which played a part in their decision to enroll, the respondents answered as follows in Table V.

TABLE V: FACTORS PLAYING A PART IN BLS DECISION

	N	%
Good reputation of the program	17	13
Recommended by counselor/advisor	23	18
Had friends enrolled	12	10
Sounded new and interesting	69	55
None of the above	5	4

Having decided to enroll, the respondents were asked how far they plan to go in the BLS program.

TABLE VI: BLS ENROLLMENTS PLANS OF RESPONDENTS

	N	%
I plan to complete a BLS degree	36	43
I plan to gain enough credits for admission to a program outside the BLS program	26	31
I don't really know yet	21	25
	83	100%

Clearly, most who have made a decision now feel they will complete the BLS. It would be most interesting to compare these frequencies with their actual completion rate at a later date.

A fuller perspective on the intentions of the students can be gained by examining their stated goals in enrolling in the program. Respondents were offered 11 goals and asked to rate how important each goal was to them when they decided to enroll in the following fashion: "Not important," and "Extremely important." By combining the frequencies of the "Very important" and "Extremely important" response categories, the following rank ordering emerges.

TABLE VI: ORDERING OF GOALS RANKED IMPORTANCE

		Percentage Responding "Very Important" or "Extremely Important" (N=83)
1.	To have the satisfaction of having the degree	76%
2.	To obtain the credential which would qualify me for the kind of jobs I really wanted	63%
3.	To improve my chances of good pay and/or promotion in my career	60%
4.	To feel the enjoyment and have the experience of learning on my own	51%
5.	To improve my job skills and my ability to perform my work	48%
6.	To develop a new career	43%
7.	To learn more about the subject area simply because I was interested in it	36%
8.	To obtain prerequisites for entry into a higher level degree program (e.g., Law, Masters, etc.)	30%
9.	To obtain the credential which would make me eligible to receive the right pay for the work I already am (was) doing	30%
10.	To qualify for a professional license	18%
11.	To obtain educational benefits to which I am entitled as a Veteran	0%

Interestingly, "satisfaction of having the degree" received the greatest importance ranking. This was followed by two career-related items, with "learning on my own" in fourth place.

To pursue the question of careers, respondents were asked what type of work they expect to be doing in ten years time from now. Table VIII presents the responses to this question.

TABLE VIII: WORK PLANS IN TEN YEARS

	N	%
I expect to be doing the same type of work and at the same grade or rank as at present	1	1
I expect to be doing the same type of work, but at a higher grade or rank than at present	32	36
I expect to be doing a different type of work.	34	39
I expect to be a full-time housewife	0	0
I expect to be retired by then	5	6
Other plans	5	6
Don't really know	11	13

Clearly, this group has strong expectations for career mobility. The list of job titles provided for those expecting to be engaged in a different line of work was diverse, with business leading over social professions.

To accomplish their BLS and career goals, the students will have to overcome a number of obstacles. The program, of course, is designed to minimize structural obstacles for working adults. Table IX presents responses to how important to the students were a number of structural aspects of the program.

TABLE IX: IMPORTANCE OF SELECTED PROGRAM CHARACTERISTICS

	Not Impt.	Somewhat Impt.	Impor-tant	Very Impt.	Extremely Impt.
	N / %	N / %	N / %	N / %	N / %
Minimal number of days (or time) were required on campus	4/ 5	3 / 4	14/ 18	19/ 24	39/ 49
Chance to be in a program with flexible scheduling	--	3 / 4	15/ 19	17/ 21	46/ 58
Chance for part-time study	7/ 9	2 / 3	14/ 18	13/ 16	43/ 54
Needed/wanted to maintain a regular job schedule	10/13	1 / 1	3/ 4	11/ 14	53/ 68
Needed/wanted to obtain a degree in a shorter period of time	9/11	9 /11	21/ 26	6/ 8	35/ 43
Preferred the Weekend Format	1/ 1	5 / 6	14/ 17	8/ 10	54/ 66

If the table above summarizes the respondents' feeling regarding key structural matters, we are still left with a number of other possible problems. Table X, below, illustrates responses as to how great a problem each of a number of other factors are likely to be in the student's opinion.

TABLE X: RESPONDENT'S RATING OF POTENTIAL PROBLEM FACTORS

	No Problem At All N / %	A Slight Problem N / %	A Problem N / %	Quite a Problem N / %	A Great Problem N / %
Gaining the necessary reading skills	31/39	27/34	11/14	9/11	2/3
Gaining the necessary writing skills	18/22	27/33	20/25	9/11	7/9
Understanding the content of the courses	25/31	41/51	11/14	4/5	---
Lack of regular contact with instructor	40/50	31/39	7/9	---	2/3
Lack of regular contact with other students	55/69	18/23	5/6	1/1	1/1
Lack of counselling/ advice	31/49	22/28	11/14	4/5	3/4
Self-discipline: getting down to regular study	22/27	31/38	18/22	7/9	4/5
Lack of energy after day's work	11/14	27/34	18/23	15/19	8/10
Finding the money to pay for the courses	30/38	22/28	17/22	4/5	6/8
Having a place at home to study quietly	39/49	12/15	11/14	7/9	11/14
Finding the time necessary for study	8/10	26/33	16/20	13/16	18/22

We may note from Table X that most students expect to encounter no problem or only a slight problem in the area of language skills. Further, supportive contact (i.e., with instructors, counselors, and other students), does not appear as a worrisome item for these students. Instead, the problems of energy, time and, to some extent, self-discipline appear to be the items of greatest concern to these respondents as a group.

Conclusion

These results, of course, raise a number of interesting questions which would require a statistical analysis to pursue, but the simple response frequencies observed do serve to indicate that the University of Wisconsin-Oshkosh is attracting its target of working adults who appear to see the program as valuable for both personal and career reasons, find its structural characteristics as important to them, and who seem to feel rather confident of their abilities, and the chances for supportive contact, if a bit concerned over their own energy levels and amount of study time. We might conclude with a final table which illustrates that -- at least in the opinion of the students -- their positive feelings toward the program do not result from an "easy" curriculum.

TABLE XI: COMPARISON OF BLS COURSES TO OTHERS, BY COLLEGE-EXPERIENCED RESPONDENTS

The level of work in the BLS is:

	N	%
Less demanding	4	9
About the same	20	44
More demanding	21	47
	45	100%

3. "College for Working Adults: Evaluation Coordinator's Research Report for Winter and Spring Quarter 1980"

By

Larry Olds
Evaluation Coordinator
College for Working Adults
Minneapolis Community College

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(Note: This version of Mr. Old's report has been edited for format. -Ed.)

INTRODUCTION

As part of the program development and proposal writing phase of the College for Working Adults, procedures and criteria by which the effectiveness of the program would be measured were delineated. The six criteria, in abbreviated form, were:

(1) meeting 85-90% of enrollment projections
(2) enrolling 30-50% "new" or "non-traditional" students
(3) attrition less than 20% in first quarter, 16% in subsequent quarters
(4) half the graduates complete the program within 2½ to 3½ years
(5) remedial program results in measureable skills gains
(6) students perceive program positively

These six criteria all are measures of student success. These are important measures, ultimately perhaps the most important, of the program's accomplishment. For formative purposes, however, other aspects of the program also needed evaluation, for example, the organizational structure of the program, the curriculum, the delivery system, the recruiting efforts, and student services and support. Since staff time allocated to evaluation efforts was limited, only a beginning could be made. The priority was given to establishing a procedure for obtaining and recording data on student success and progress. Except for recruitment, the other program areas that begged for systematic attention were put off.

Additional evaluation assistance was available, however, as a result of CWA membership in the "To Educate the People Consortium". One service that the consortium provides through a National Endowment for the Humanities Grant is the assistance of an Outside Evaluation Team. The team of three drawn from a committee of twelve nationally selected educators from Universities and Labor Education groups visited the College for Working Adults on April 26 and 27, 1980. The occurence of the visit provided an opportunity for some systematic consideration to be given evaluation questions. The brief dossier prepared as background on MCC and CWA and the report of the Team was prepared as the basis of discussion for the visit.

A second opportunity for comprehensive evaluative reflection by staff on the past of the College for Working Adults resulted from the need to report progress to one of the foundations that provided support for the program. The "Progress Report" was prepared at the end of spring quarter 1980 by the program's director, with the assistance of the college president and college program development office. This mostly narrative report summarized activities to date and discussed a number of the issues and problems faced by the program.

This report is divided into seven sections. Its main organization is based on the six criteria of student success given above.

Section 2 through 5 are responses to criteria 1, 2, 3, and 5. Criteria 4 and 6 are not addressed in this report, since criterion 4 concerns graduating students and is not yet relevant. Criterion 6 concerning student perceptions of the value of the program is an area in which no information is available in a systematic form.

The first section of this report contains a description of the sources of data for the report, a description of the procedures for the administration and analysis of the various sources of data, and a list of the tables that resulted from the analyses.

The second section of this report examines enrollment success by analysing the available data having to do with motivation and barriers to enrollment. This data reflects the information obtained on adult students who enrolled winter and spring 1980. It included a look at aims, goals, important characteristics of the program, factors in the choice of CWA, problems anticipated, and perception of others' feelings about adult student enrollments.

In section three, demographic data is examined to determine whether or not there are "new" or "non-traditional" students enrolled in CWA. Section four is an analysis of completion, retention and attrition for the first two quarters. A fifth section discusses evidence concerning remedial needs. The final section deals with a variety of other topics as a kind of catch all for other available data. A summary which includes critical assessments and recommendations concludes the report.

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SECTION 1: SOURCES OF DATA

The data comes from six sources:

1. A Student Questionnaire developed at Weekend College and modified for local use
2. The Student Information Form completed at registration
3. Assessment Tests on reading and writing skills
4. Quarterly Grade Sheets
5. Information Cards kept on all persons who request information about the program
6. Conference Evaluations and Questionnaires

Each of these sources of data have limitations; in some cases because of missing data, in others because of "noise" in the figures themselves. A description of each data source and the manner in which it was used follows below.

The Student Questionnaire was administered at a weekend conference during winter quarter. Approximately 110 were returned out of 160 persons registered for the quarter. By the time of the conference, however, due to dropouts it is estimated that there were only 145 persons who were actively attending classes. Spring quarter the questionnaire was administered by workshop instructors along with the Assessment Tests. The Student Questionnaires along with reading and writing tests, test instructions, and a list of all persons who had completed each were placed in packets for each workshop instructor. Instructors were to administer tests and questionnaires and return packets when completed. This system did not work; very incomplete packets were returned. Only 85 additional questionnaires were collected, bringing the total to 195. Since there were 316 students registered in CWA winter and spring quarters, this represented a 62% return rate.

The Student Information Form was part of the CWA registration form for spring quarter, and therefore, was completed by all persons who registered that quarter. The winter quarter registration form was specially designed to be brief and easy to complete in order to simplify registration. It included only a portion of the information on the longer spring quarter form. We therefore have complete information about spring quarter registrants and only partial information on winter registrants. A total of 274 persons completed the Student Information Form spring quarter.

Table 1: AIMS OF STUDENTS WITH CWA (N=195)

	Number	Percent
No response	29	(15.0%)
To complete AA	124	(63.6%)
To another college	31	(16.0%)
Don't know	11	(5.6%)

The student information form contains a related item. The results of this item, Education Goal, are given in Table 1A below.

Table 1A: EDUCATIONAL GOAL (Spring Quarter Registrants Only) (N=274)

	Number
AA Degree	208
Certificate	7
Personal Enrichment	5
Professional Development	7
No Response	47

GOALS WHEN ENROLLING IN CWA

Adult students' goals when enrolling in a college program are an important indicator of motivation. To learn about the importance of various goals, the Student Questionnaire included the item, "How important to you were the following goals when you decided to enroll in the College for Working Adults?" Thirteen possible goals were included. Students checked on a five point scale from "not important" to "extremely important" for each goal. Table 2 gives the percent of responses marked either "very important" or "extremely important" for each goal. Items have been reordered with the goal receiving the highest percent first. The number of responses varied from goal to goal. Percentages are calculated separately for the number of responses on each goal.

CLASSIFICATION OF GOAL ITEMS

The thirteen sub-items were classified as career related or non-career related. The criteria for this classification was whether or not the words career, job, or work appear in the sub-item. In all, five goals were classified career-related.

The career related goals were further classified as to Career Initiation goals - if they had to do with a new career or job, or Career Advancement goals - if they had to do with advancement or improvement in one's current career or job.

Two additional categories were identified (1) Learning goals and (2) Degree goals. Two goals were in the Degree Goal category and three goals in the Learning Goal category. No more than one goal fit into any other category considered, so no further classifications were made.

Goal items by category were classified as follows:

Career Initiation	c. New Career
	f. New Job
Career Advancement	a. Improve Pay
	e. Improve Job Skills
	b. Receive Right Pay

Learning Goals	g. Learn for Interest
	h. Learn On My Own
	l. Learn in a Multi-disciplinary Way
Degree Goals	i. Satisfaction of a Degree
	j. Pre-requisites for a Higher Degree

Abbreviations for Referring to Goals on the Student Questionnaire

For the sake of brevity in the analysis of the results, the following abbreviations were used for each of the goal sub-items on the Student Questionnaire.

(CA)	a.	Improve Pay	a.	To improve my chances of good pay and/or promotion in my career
(CA)	b.	Receive Right Pay	b.	To obtain the credentials which would make me eligible to receive the right pay for the work I am already (was) doing
(CI)	c.	New Career	c.	To develop a new career
	d.	Professional License	d.	To qualify for a professional license
(CA)	e.	Improve Job Skills	e.	To improve my job skills and my ability to perform my work
(CI)	f.	New Job	f.	To obtain the credentials which would really qualify me for the kind of job I really wanted.
(L)	g.	Learn For Interest	g.	To learn more about the subject area because I was interested in it
(L)	h.	Learn On My Own	h.	To feel the enjoyment and have the experience of learning on my own
(D)	i.	Satisfaction of a Degree	i.	To have the satisfaction of having a degree
(D)	j.	Pre-requisites for a Higher Degree	j.	To obtain prerequisites for entry into a higher level degree program (e.g. Law, Master, etc.)
	k.	Veteran's Benefits	k.	To obtain the educational benefits to which I am entitled as a Veteran
(L)	l.	Learn In Multidisciplinary Way	l.	To learn in an integrated multidisciplinary way
	m.	Skills for Community Change	m.	To obtain knowledge and skills needed to help my community change

(CA) - Career Initiation Goals

(CI) - Career Advancement Goals

(D) - Degree Goals

(L) - Learning Goals

Assessment tests on reading and writing are given to all students who enroll at MCC. CWA followed this college policy and set up a system for administering the tests. Winter quarter they were administered at workshop sites by instructors following a training session conducted by one of the college assessment specialists and, in 6 of 7 workshops, were given with some assistance from either the program coordinator or director. (The spring quarter process is described above in the explanation for the administration of the Student Questionnaire.) In addition to scores obtained as described above, scores for persons who previously were enrolled at MCC in programs other than CWA were available at the college's testing center.

Routinely at MCC each instructor is provided a copy of a Grade Sheet listing all persons enrolled in his/her section and providing space for recording grades. There are three groups that frequently need attention in accurately completing these lists: (1) those on the list that began but did not complete the registration process, (2) those that registered but never attended class, and (3) those that attended class, completed all required work but are not on the list. Outside of CWA in regular college classes this "noise" in the system is a nuisance but not a major problem. Because all CWA enrollees were listed on single grade sheets for each of the four courses winter quarter and 3 of 4 courses spring quarter (the workshop course being the exception spring quarter), instructors were not able to identify extra names on the list. Thus even at the end of the quarter it it difficult to tell with precision the number of persons who do not complete the quarter successfully. It is possible to know the number who successfully received passing grades, however, there is no difference within the system to the grades given to those who try and fail to complete a course and those who simply stop coming to class.

Information cards contain names, addresses, phone numbers, zip codes, and response to "how did you first learn about the College for Working Adults?" for all persons who request information about CWA. A separate set of cards is maintained for registered students. When first analyzing the data on the question "how did you first learn about the College for Working Adults?", we discovered that the information card was incomplete. Approximately half of all cards lacked an answer to the question. Office procedures have been tightened to correct the situation, but we still lack the information for many of those who inquired.

Conference Evaluation forms were administered at all four conferences. The forms were distributed by workshop instructors who met with their groups at intervals during conferences. The final session of each conference was the meeting at which the forms were to be completed and turned in. At two conferences, additional questionnaires were distributed to obtain special information needed for planning. Another survey, this one on "how did you first learn about the College for Working Adults?", was given on May 17th to complete information missing on the information cards. In addition, two of the conference evaluation forms asked questions about student TV viewing. A Humanities/English survey developed to obtain information on student expectations and experience was also given on May 10th at the request of the Humanities/Arts curriculum planning group.

The primary limitations on this data comes from the relatively low rate of return. It is estimated that only 60% of students returned these questionnaires. Three reasons were possible: (1) that persons did not attend conferences, (2) that those who attended did not complete questionnaires or did not turn them in, and (3) that persons left the conferences early.

PROCEDURE FOR THE ANALYSIS OF THE STUDENT QUESTIONNAIRE

The 195 Student Questionnaires completed in winter and spring quarters 1980 were coded on 80 column sheets using a coding scheme modified from the one used for similar data collected at Weekend College in Detroit. (Weekend College and Buffalo State versions of the questionnaire together with coding instructions and a sample computer program for processing the data were provided by Richard McMann, To Educate the People staff person for research and evaluation.). This data was tabulated into frequency tables with central tendency statistics calculated by computer using the Statistical Package for The Social Sciences (SPSS).

The Student Questionnaire contains 33 items divided into five parts requiring 105 student responses. The five areas covered by the questionnaire are Part 1, Your Reasons for Enrolling (32 responses); Part 2, You and Your Studies (22 responses); Part 3, Your Previous Education (8 responses); Part 4, You and your Work (29 responses); and Part 5, Finally Some General Information About you (14 responses).

The original computer analysis produced 160 frequency tables tabulating these responses. By combining information and eliminating some categories these were reduced to 31 useful tables. The CROSSTAB procedures of SPSS produced 89 tables comparing "goals when enrolling in CWA" and "features of the program that were attractive" to the demographic variables income and sex. These were condensed into 8 tables for presentation purposes.

PROCEDURE FOR THE ANALYSIS OF OTHER STUDENT DATA

All available data for each student enrolled in the program was consolidated on data sheets using a format developed for this purpose. This data included student name, ID number together with information from the student information form, assessment tests, grade sheets and information cards. This data was then coded and punched on 80 column cards with allowances for additional cards for subsequent quarters of enrollment. Frequency tables and comparative tables were generated by computer using SPSS.

SECTION 2: MOTIVATIONS AND BARRIERS TO ENROLLMENT AND SUCCESS IN CWA

Criteria 1: That the program does fill a community need as indicated by enrollment of at least 85% to 90% of projections and by establishing a continuing pattern of overall enrollment of 450 students or more after three years of operation.

Original enrollment projections for the first two quarters the program would be offered were 120 and 160 respectively. Enrollment for the two quarters was 160 and 265, each figure well above original projections. Because of this strong initial response and inquiries from 1,967 additional people by July 15, 1980, the enrollment projection for Fall, 1980, has been increased from 200 to 500 persons, more than the original goal for the end of the third year. What accounts for this extraordinary initial success? What about the program of the College for Working Adults touched a responsive note among persons considering enrolling or re-enrolling in college? What can we learn about the answers to these questions from the persons who enrolled themselves?

This section of the report examines the answers of the enrolled adult students in the College for Working Adults based on data collected during the winter and spring quarters, 1980.

AIMS OF PERSONS ENROLLING IN CWA

Table 1 gives the stated aims of persons enrolling in CWA. The question was posed as "How far are you aiming to go with the College for Working Adults?" The majority, 63.6%, indicated their aim was to complete an AA degree. Another 15.9% indicated that they sought only enough credit hours to transfer to another college. The other 20.5% either indicated they didn't know or gave no response to the item. Of two additional choices available, neither "studying for my own interest" nor "study until my veterans benefits run out" received any responses.

TABLE 2: GOALS WHEN ENROLLING IN CWA

	(N)	Column 1 percent responding "very important" or "extremely important"	Column 2 percent responding "important, very important, or extremely important"
1. Satisfaction of a Degree (D)	195	66	87
2. Improve Pay (CA)	194	62	87
3. New Job (CI)	194	61	83
4. Learn on my Own (L)	193	54	82
5. New Career (CI)	194	53	80
6. Pre-requisites for Higher Degree (D)	194	49	69
7. Improve Job Skills (CA)	187	46	74
8. Learn for Interest (L)	194	35	65
9. Learn in Multi-disciplinary way	193	29	59
10. Receive Right Pay (CA)	192	24	42
11. Skills for Community Change	194	23	52
12. Professional License	188	21	36
13. Veteran's Benefits	169	6	13

The data confirms that adult students have a variety of goals, the first nine goals having been checked important to extremely important by a considerable number of adult students. Career or job related goals have a high degree of importance occupying 2nd, 3rd, 5th, and 7th ranks, but they also make up five of the 13 goal statements. The goal, "satisfaction of a degree", emerges as the top ranked goal.

It was expected to be highly important to those who completed degrees since they have endured the struggle to the end; but for those who have only begun and don't yet know of those struggles, it is a different matter. Perhaps this finding reflects the large number of CWA students who have previous college credit. Of all Spring Quarter registrants, 39% had previous post-secondary educational experience and/or had previous credit at Minneapolis Community College. (See Section 3 below).

The other goal whose relative strength is a surprise is the goal, "Learn On My Own" that ranked fourth. It is a surprise because the program is not one that uses independent study as a mode of learning. The importance of the goal may indicate that the availability of such an option needs greater emphasis for CWA students.

The goal that ranked eight "Learn for Interest" was found important to "extremely important" by 65% of the respondents. (Second column). It is the third non-career or non-instrumental goal among the first eight. It indicates that intellectual interest is a further important goal to many CWA students, and together with the other non-career goals demonstrates that motivation for enrollment by adults is a complex phenomenon.

Goals When Enrolling in CWA By Income

The percentage in Table 2a showed a difference related to Income on the Career Improvement and the Career Initiation Goals. The higher up the income scale the higher the percentage of persons indicating that the Career Improvement Goals were "very important" or "extremely important." Low Income was 50%, Low Medium Income was 64%, and Medium Income was 69%. The High Income category is excluded from this analysis and throughout this report because the N was only 9, too small to have yielded meaningful percentages. The reverse relationship existed for the Career Initiation Goal. Low Income was 70%, Low Medium Income was 63%, and Medium Income was 56%.

A directional relationship was also noted for the goals "Learn On My Own" and"Learn for Interest." In these two cases the lower the income group the lower the percentage of "very important" or "extremely important" responses

"Satisfaction of a Degree" was the top ranked goal only in the Medium Income group. Seventy three percent of that group rated the goal "very important" or "extremely important" while only 61% of the Low Medium Income group and 67% of the Low Income Group rated it that way.

TABLE 2a: GOALS WHEN ENROLLING IN CWA BY INCOME (PERCENTAGE RESPONDING "VERY IMPORTANT" OR "EXTREMELY IMPORTANT")

Goals By Rank For Low Income Group	Low 0-8,999 N=30	Low-Medium 9,000-14,999 N=81	Medium 15,000-20,999 N-45	High 21,000-29,999 N=9	No Answer N=25
1. Satisfaction of a Degree (D)	67	61	73	56	68
2. Improve Pay (CA)	50	64	69	56	60
3. New Job (CI)	70	63	56	33	64
4. Learn on My Own (L)	47	53	64	22	60
5. New Career (CI)	57	54	56	22	52
6. Prerequisites for a Higher Degree (D)	53	49	44	56	48
7. Improve Job Skills (CA)	50	42	44	56	40
8. Learn for Interest (L)	33	35	44	11	28
9. Learn in a Multi-disciplinary Way (L)	27	25	31	11	40
10. Receive Right Pay (CA)	17	26	27	22	20
11. Skills for Community Change	27	20	24	11	32
12. Professional License	30	19	22	0	20
13. Veteran's Benefits	3	6	4	0	8

TABLE 2b: GOALS WHEN ENTERING CWA BY INCOME - A SECOND LOOK (PERCENTAGE RESPONDING "IMPORTANT", "VERY IMPORTANT", OR "EXTREMELY IMPORTANT")

Goals By Rank For Low Income Group	Low 0-8,999 N=30	Low-Medium 9,000-14,999 N=81	Medium 15,000-20,999 N=9	High 21,000-29,999 N=9	No Answer N=25
1. New Job (CI)	87	87	78	44	88
2. Satisfaction of a Degree (D)	87	82	96	89	92
3. Skills for Community Change	80	49	51	22	48
4. Improve Job Skills (CA)	77	72	73	78	60
5. Learn On My Own (L)	77	83	78	67	80
6. Prerequisites for a Higher Degree (D)	77	69	67	56	60
7. New Career (CI)	77	72	71	67	72
8. Learn For Interest (L)	70	64	64	33	72
9. Improve Pay (CA)	67	83	87	77	76
10. Learn in a Multi-disciplinary Way (L)	63	59	64	11	56
11. Professional License	50	34	40	0	24
12. Receive Right Pay (CA)	40	41	47	33	48
13. Veteran's Benefits	7	9	20	0	20

Because of the size of the No Answer group, (N=25), percentages were tabulated for the group and the results were made into a column on Table 2a. The No Answer group was made up of persons who made no response to the item,persons who responded "Don't Know" and persons who responded "Won't Tell". The pattern of responses for the No Answer Group failed to show any gross differences between the No Answer column and the other columns on the table.

The Extra High Income was tabulated in the initial computer run, but since only one person fell into that income category the data was omitted from the table.

Table 2b gave a second look at the importance that different goals were to persons in different income groups. It was obtained by tabulating the percentage in each income category who rated the goal "important", "very important", or "extremely important". Goals were then ranked on the table for the Low Income group.

Table 2b showed a shift of importance for some of the goals. The most dramatic change due to the re-tabulation was in the relative importance to the Low Income group of the goal "Skill for Community Change". Also the relative importance of the Learn On My Own" and "Learn For Interest" were rated by over 70% of the group on Table 2b but had been rated by only 33 and 47 % respectively on Table 2a.

Importance of Program Characteristics

Knowledge of the characteristics of the College for Working Adults that are important to adult students is important information, both for understanding student motivation and for maintaining a program design that meets their needs. Student Questionnaire respondents were asked to rate the importance of program characteristics in four categories: 1) previous work or study, 2) instructional features, 3) curriculum features, and 4) scheduling and timing. Sixteen responses were required on a five point scale of importance from "not important" to "extremely important". Table 3 gives the percent of responses marked "important", "very important" or "extremely important" in the first column and the percent marked "very important" or "extremely important" in the second column.

Table 3 showed that an extraordinarily high percentage of all CWA students found the characteristics that define the uniqueness of the College for Working Adults to be "important to extremely important". Flexible scheduling and locations, minimum time on campus and to complete a degree, and ability to continue to work were rated highly by 94% or more of all who completed the Student Questionnaire.

Other important characteristics included "chance to attend college through a pre-planned program" - a result that confirmed a finding of the earlier market survey, "chance to study subject areas critical to the modern world", and "chance to have independence and an individualized approach to studies". The first and third of these results apparently contradict one another. Students value both a pre-planned program and independence. The strength of the response of this item is puzzling, especially because the CWA program is not what would normally be thought of as an "independent study" program. It is consistent with the relatively high rating of the goal "Learn On My Own" shown earlier on Table 3. Do students experience the telecourse as learning on their own? Are they responding to the fact that any college study reflects learning on one's own by studying alone? Or would they prefer more opportunity to earn additional credit by independent study courses? These questions invite further research.

Three other program characteristics, rated on Table 4 by 75% or more, have to do with the curriculum features of the program. The adult students who completed the Student Questionnaire valued critical, multidisciplinary subject matter that included the study of ordinary people. This result adds evidence to the results above that "Learning Goals" are an important source of motivation for CWA students.

TABLE 3: IMPORTANCE OF PROGRAM CHARACTERISTICS FOR CHOOSING THE COLLEGE FOR WORKING ADULTS

	N	Percent important, very important or extremely important	Percent very important or extremely important
1. Chance to be in program with flexible scheduling	193	97.4	78.8
2. Needed/wanted to obtain a degree while working in a shorter period of time than possible in other programs	195	96.9	81.0
3. Chance for part-time study	191	95.3	73.8
4. Needed/wanted to maintain regular job schedule	192	95.3	89.1
5. Minimal number of days (or time) required on campus	195	93.8	74.9
6. Chance to attend college with flexible location(s)	195	93.8	73.8
7. Chance to attend college through a preplanned program	193	88.1	57.0
8. Chance to study subject areas critical to understanding the modern world	193	85.5	51.8
9. Minimal amount of classroom attendance was required	193	84.5	64.2
10. Chance to have independence and an individualized approach to studies	193	77.0	52.8
11. Chance to be in a program with integrated, multidisciplinary curriculum	191	74.9	35.1
12. Specially designed areas of study were offered	193	68.9	40.4
13. Chance to study material about ordinary working people	194	76.8	40.2
14. Chance to have previous college work recognized for credit	192	56.8	31.2
15. Chance to have prior work job courses recognized for credit	193	75.0	33.2
16. Chance to have prior Military courses or training recognized for credit	172	15.7	8.1

Factors In the Choice of CWA

The three most important factors influencing student's choice of the CWA as shown on Table 4 were that it "sounded new and interesting", "Ad generated interest", and "low cost" in that order. They were checked by 145, 96, and 67 persons respectively on the Student Questionnaire item.

TABLE 4: FACTORS IN CHOICE OF CWA (N=195; more than 1 choice)

	YES	NO
Good reputation	16	179
Low cost	67	128
Ad generated interest	96	99
Friends enrolled	23	172
Sounded new & interesting	145	50
None of the above	13	182

Problems Anticipated by CWA Students

An item on the Student Questionnaire asked students to indicate which factors might cause them problems studying with the College for Working Adults. Factors were rated on a five point scale from "no problem at all" to "a great problem". Table 5 shows the percent who rated each factor "a problem, quite a problem, or a great problem," in Column 1, "a slight problem" in Column 2, and "no problem" in Column 3. Since students had attended classes for six to eight weeks prior to completing the Student Questionnaire, these problems identified by students require careful study. They may indicate problems emerging from the experience itself.

TABLE 5: PROBLEMS ANTICIPATED BY CWA STUDENTS

	N	a problem to a great problem	a slight problem	no problem at all
Reading skills	194	14	31	55
Writing skills	192	30	35	35
Content of courses	194	15	34	50
Math skills	159	37	35	28
Getting to class	193	3	16	81
Getting to see TV	195	25	28	47
Lack of instructor contact	195	6	10	84
Lack of contact with other students	193	6	16	88
Lack of counselling	192	23	29	49
Self-discipline	195	35	44	21
Lack of energy after work	195	46	42	12
Money	194	18	30	52
Lack of quiet study place	194	34	27	39
Time to study	194	54	39	7

Students' self-perceptions of their problems can be instructive. This data revealed a concern about basic skills and a concern about their own self-discipline.

TABLE 6: PROBLEMS ANTICIPATED BY CWA STUDENTS

	(N)	M	No Problem At All	A Slight Problem	A Problem	Quite a Problem	A great Problem
A. Readskill	194	1.686	105	61	17	6	5
B. Writing skill	192	2.115	67	68	33	16	8
C. Content	194	1.706	97	67	22	6	2
D. Math	159	2.390	44	56	26	19	14
E. Getting to class	193	1.223	156	31	6	0	0
F. Getting to conferences	193	1.399	141	34	13	3	2
G. Getting to see TV	195	1.950	92	55	25	10	13
H. Lack of instructor contact	195	1.251	165	19	6	2	3
I. Lack of contact with students	193	1.301	152	30	7	2	2
J. Lack of counseling	192	1.891	93	55	25	10	9
K. Self discipline	195	2.328	40	86	43	17	9
L. Lack of energy after work	195	2.559	25	81	57	19	13
M. Money	194	1.742	101	59	24	3	7
N. Lack of quiet study place	194	2.021	86	53	32	11	12
O. Time to study	194	2.861	14	75	50	34	21

Feelings of Significant Others about Students Enrollment in CWA

The degree of support that adult students get from families, friends, co-workers, and employers may be a factor in their success in CWA.

Along with the item on the Student Questionnaire concerning problems anticipated by CWA students, there was an item asking students to rate how persons in each of these "significant other" groups feel about the student's enrollment in CWA. Table 8 shows the results.

TABLE 8: STUDENT PERCEPTION OF OTHERS FEELINGS ABOUT THEIR CWA ENROLLMENT

	Family N=194	People you work with N=189	Employer N=188	Other friends N=191
Very happy	140	77	103	97
Fairly happy	23	25	13	26
Don't mind	18	64	40	46
Disapprove	10	8	6	4
Totally opposed	0	0	2	0
Not told them	0	4	9	4
Told but no answer	3	9	31	14
Not applicable	0	2	0	0

The data shows that most CWA students feel support and/or approval from those close to them. A small number of students, however, experience disapproval from one or more sources. It will be a challenge to the counseling and teaching staff to be alert to problems which may result from this disapproval.

SECTION 3: DEMOGRAPHIC DATA ON CWA STUDENTS

Criteria 2: That the program, in fact, results in the enrollment of a significant proportion (30-50%) of "new" or "non-traditional" students who either have not in the past been enrolled in another existing college program or who state that they cannot do so at the time they enroll in the Metropolitan program.

Who were the adult students who enrolled in CWA in the first two quarters? To what degree were they "non-traditional" or "new" students? What major demographic characteristics describe them?

Information on this section was taken from the Student Questionnaire and the Student Information Form. Where both forms have similar items, the more complete data is reported, in some cases both sets of data are included. Information is reported for age, sex, ethnic background, marital status, and income in Part One, previous education in Part Two, and work status and experience in Part Three.

Part One: Age, Sex, Ethnic Background, Marital Status and Income of CWA Students

The median age of CWA students was 31 years old with an age range of 17 to 57. Over two thirds were women. This compares with a median age of 28 for the Minneapolis Community College population of whom 69% are women. (1978-79 Data)

TABLE 7: AGE AND SEX OF CWA STUDENTS

Age (N=316)		
Median	31 years	
Mean	31.6 years	
Range	17-57 years	
Sex (N=316)		
Women	207	(67%)
Men	104	(33%)
Data missing	5	

Ethnic Background

The Ethnic Background of those who responded to the item on the Information Form Spring Quarter, 230 of 274, was 10% Black, 17% American Indian, less than 2% Asian American, or Spanish-surnamed, and 71% Other (including Caucasian).

TABLE 8: ETHNIC BACKGROUND OF CWA STUDENTS

	As reported on Student Information Form Spring Quarter only (N=274)		As reported on Student Questionnaire (N=195)	
Black American	24	10%	13	7%
American Indian	38	17%	27	14%
Asian American	1	.5%	--	--
Spanish-surnamed	2	1%	1	.5%
Other (including Caucasian)	165	72%	147	78%
No Answer	44	--	7	--

The Student Questionnaire population, also shown in Table 8, was 7% Black American, 14% American Indian, 78% Other (including Caucasian), and less than 1% Asian or Spanish-surnamed Americans.

Comparable percentages for Minneapolis Community College are 13% Black American, 4% American Indian, 75% Other (including Caucasians), and 2% Asian or Spanish-surnamed Americans, (1978 data quoted in Bush Foundation proposal, Spring, 1979).

Marital Status

Data on the marital status of CWA students was available for spring quarter students from the Student Information Form and from the Student Questionnaire population. The first produced more complete data. It shows that 132 out of the 235 who gave information were single, separated or divorced and 103 were married.

TABLE 9: MARITAL STATUS OF CWA STUDENTS

	As reported on Student Information Form Spring Quarter Only (N=274)	As reported on Student Questionnaire (N=195)
Single	48	51
Married	103	103
Divorced	64	37
Separated	20	37
No Information	39	4

Personal Income

Among the students who reported personal income, 112 of 167 or 67% earn less than $15,000 per year. For those who reported family income, 78 of 118 or 66% reported family income over $21,000 per year. The conclusions possible from this data are very limited. Comparisons by marital status can be calculated and will help make the data more meaningful.

TABLE 10: PERSONAL AND FAMILY INCOME OF CWA STUDENTS (N=195)

	Personal Income	Family Income
Less than 9,000	30	8
9,000 - 14,999	82	16
15,000 - 20,999	45	16
21,000 - 30,000	9	42
Over 30,000	1	36
Don't know, won't tell, or no answer	28	93

Part Two: Previous Education

The number of CWA students with previous post-secondary experience is very large. Table 11 shows that 191 persons or 67% of those answering the item have previous post-secondary experience.

TABLE 11: NUMBER REPORTING PREVIOUS MCC CREDITS OR OTHER POST-SECONDARY EXPERIENCE (N=316)

Other MCC credits	111	(39%)
Other post-secondary experience	123	(43%)
Other MCC credits and/or post-secondary experience	191*	(67%)
No answer	33	

*More than one response was possible

The data from the Student Questionnaire shown by Table 11a confirms that a very large percentage of CWA students have had previous post-secondary experience. The population was not "non-traditional" in the sense that it was made up of adults who lacked the opportunity to enter post-secondary education or training. It may, however, prove to be

TABLE 11a: EDUCATION AFTER LEAVING HIGH SCHOOL OF CWA STUDENTS (N=195)

Education of Post High School	156	(80%)
*Business of Technical	77	
*Apprenticeships	9	
*Employer Training	13	
*Other	59	

*More than one response was possible.

"non-traditional" in that it is a population that lacked opportunity to finish post-secondary education. The reasons given "For not finishing an AA earlier" (from the Student Questionnaire) are given in Table 12.

TABLE 12: REASONS CWA STUDENTS DIDN'T FINISH AA EARLIER (N=195; more than one choice was possible)

Didn't know what I wanted	67
Didn't need a degree	28
Didn't think I had ability	33
Family responsibilities	107
Job too demanding	62
Financial problems	84
Changed residence frequently	17
Military service	11
Other	28

"Family responsibilities," "Financial problems," "Didn't know what I wanted," and "Job too demanding" were the reasons most frequently indicated.

Part of the criteria proposed for defining "new" or "non-traditional" was that students state they cannot enroll in another existing program at the time they enroll in CWA. Although a precise answer to whether or not CWA adult students meet this criteria depends on designing a specific question for the revision of the Student Questionnaire, three kinds of information converge in a way that indicates the likely answer: 1) the reasons above indicating family, financial, and job considerations, 2) the very high percentages of adult students who found the "flexibility" characteristics of the program important, and 3) the percentage who hold full-time jobs (discussed in Part 2, below) would suggest that CWA was the most available alternative for them.

The data in Table 13 shows the number of years since the students last participated in a college program. The percent who participated in the last two years, 42%, and the percent who participated in the last four years, 53%, make up a significant percentage of the population.

TABLE 13: YEARS SINCE PARTICIPATED IN COLLEGE RELATED PROGRAM (N=195)

0-2	82	(42.1%)
3-4	22	(11.3%)
5-9	30	(15.4%)
10-14	22	(11.3%)
15 or more	25	(12.8%)
No response	14	(7.2%)

One discrepancy in this data must be acknowledged. Only 156 persons indicated, as shown by Table 13 above, that they had post-secondary experience. Yet 181 persons responded to this item on number of years since they participated in a college related program. A plausible explanation for the discrepancy is that high school completion may have been interpreted as "a participation in a college related program". Clearly, the word "related" could be edited from the item.

Part Three: Work and Work Experience

Of the 195 persons who completed the Student Questionnaire, 172 or 88% indicated they were working full-time, another nine (5%) were working part-time, and four (2%) reported being full-time homemakers. These results are shown on Table 14.

TABLE 14: CURRENT OCCUPATION STATUS (N=195)

Full-time work	172	(88.2%)
Part-time work	9	(4.6%)
Temporarily laid off	0	(0.0%)
Unemployed	3	(1.5%)
Full-time homemaker	4	(2.1%)
Other	5	(2.6%)
No answer	2	(1.0%)

Hours in the Work Week

The number of hours worked by CWA students, Table 15, are surprising because of the high percentage who report work weeks longer than 44 hours. More than one in five, 22%, report working over 44 hours per week. It is not surprising that finding the time or lacking energy were found to be problems in Section 2 above.

TABLE 15: HOURS IN THE WORK WEEK FOR CWA STUDENTS (N=195)

	Hours	
Less than 35	5	(2.6%)
35 - 44	128	(65.6%)
45 - 49	25	(12.8%)
50 - 54	10	(5.1%)
55 - 59	3	(1.5%)
60 - 64	2	(1.0%)
65 or more	5	(2.6%)
No answer	17	(8.7%)

Basic Work Patterns

The basic work patterns of CWA students, shown by Table 16, are regular office hours or the morning/afternoon shift. These two categories account for 149 or 76% of students who completed the Student Questionnaire but account for 89% of those who responded to the item. Since a majority of workshop sections were held in the evening, this result should be anticipated. As additional day time sections are added, people on night, swing, or irregular shifts may find it more convenient to enroll and increase in number.

TABLE 16: BASIC WORK PATTERNS OF CWA STUDENTS (N=195)

	Number	
Regular office hours	128	(65.6%)
Morning/Afternoon shift	21	(10.8%)
Afternoon/Evening shift	1	(0.5%)
Night shift	3	(1.5%)
Swing shift	2	(1.0%)
Irregular shift	12	(6.2%)
Other	10	(5.1%)
No answer	18	(9.2%)

Type of Job Held By CWA Students

Table 17 shows the type of job held by CWA students. Clerical workers make up the largest category, 66 persons (32%). An additional 49 persons (25%) are managers, professional or supervisory personnel, and 21 persons (12%) are in the technical, skilled category. Only 24 (13%) are in the semi-skilled and unskilled category. White and pink collar workers vastly outnumber blue collar workers.

TABLE 17: TYPE OF JOB OF CWA STUDENTS (N=195)

	First Job	Current Job
Manager, Professional, Supervisor	12	49
Technical, Skilled	19	21
Clerical	94	66
Service	23	8
Semi-unskilled	34	24
Housewife	2	3
Can't determine	10	7
Missing	1	17

The number of students reporting that they work in lower level jobs - clerical, service, and semi or unskilled, does suggest success in attracting a "new" college population. The low percentage of traditional blue collar workers does mirror limited recruitment efforts in their direction. As recruitment and informational efforts are increased, the percentage of students form these areas can be expected to increase as well.

Length of Time in Present Job

The average length of time that CWA students have spent at their present job is 3.8 years. Table 18 shows the distribution frequencies.

TABLE 18: HOW LONG IN PRESENT JOB IN YEARS

Years	Number	Years	Number
No answer	41	6	11
1	49	7	5
2	35	8	2
3	21	9	0
4	7	10	6
5	8	More than 10	10

$\overline{M} = 3.8$

s.d. = 4.0

A large number, 84 or 55% of those who answered the question, have been at their current job two years or less. The results indicate that it is more likely that CWA students are persons who changed jobs frequently rather than staying on the same job. These results are consistent with the relatively greater importance given to career initiation goals rather than career advancement goals as reported in Section 2 above.

Table 20: THINGS IMPORTANT ON JOB IN GENERAL

	(N)	Very Important	Fairly Important	Not very Important	(N)	Very Satisfactory	Fairly Satisfactory	Not very Satisfactory
a. Pay	(192)	131	56	5	(173)	39	100	34
b. Hours of work	(192)	93	85	14	(172)	91	67	14
c. Job security	(190)	120	56	14	(168)	87	60	21
d. People at work	(191)	110	75	6	(170)	77	77	16
e. Interest of work	(190)	158	28	4	(171)	65	67	39
f. Opportunity to use skills	(191)	139	45	7	(170)	56	73	41
g. Variety of work	(190)	139	47	4	(170)	75	64	31
h. Responsibility	(191)	145	43	3	(170)	78	63	30
i. Can make own decisions	(191)	141	45	5	(168)	78	63	27
j. Near home	(190)	76	83	31	(170)	83	54	33
k. Conditions of work	(191)	122	63	6	(171)	74	78	19
l. Respect of employer	(189)	122	61	6	(169)	72	65	32
m. Opportunity to get ahead quickly	(188)	83	82	23	(169)	23	71	75
n. Opportunity to work with people	(190)	112	64	14	(170)	81	67	22
o. Opportunity to help people	(187)	101	77	9	(169)	67	63	39

Dissatisfactions on the Job

Dissatisfaction with present work situation is shown by the discrepancies between the two parts of Table 20.

The four things important on the job that show the most dissatisfaction and the number who indicated they were "not very satisfactory" are "Opportunity to get ahead quickly" (75), "opportunity to use skills" (41), "Interest of work" (39), and "Opportunity to help people" (39). "Pay" is fifth on this list, with 34 persons finding pay at their present job "not very satisfactory."

A re-tabulation of the date to show the number of persons who rate different numbers of items "Not very satisfactory" would provide a better picture of the degree of job or work dissatisfaction among CWA students.

SECTION 4: COMPLETION, RETENTION, AND ATTRITION

Criteria 3: That student attrition does not exceed 15-20% in the first to second quarters and 13-16% in subsequent quarters.

Winter quarter enrollment in the College for Working Adults was 160 students. Based on grade reports for the workshop course 103 persons completed the course requirements by the end of the quarter and received passing grades. This was a completion rate of 64.4%. Of those who did not complete the workshop course 36 or 22.5% received grades of "I" (Incomplete). The other 21 or 13.1% received grades on "N" (No credit).

Spring quarter enrollment was 260 students, 107 continuing from Winter quarter, a retention rate of 66.8%. Based on spring quarter reports for the workshop course 160 persons completed the course and received passing grades, a completion rate of 62.7%. Of those who did not complete the course, 55 or 21% received a grade of "I" and 42 or 16.2% received a grade of "N".

This data is summarized by Table 21.

TABLE 21: COMPLETION AND RETENTION OF STUDENTS BY CWA WINTER AND SPRING QUARTERS 1980

	Winter Quarter	Spring Quarter
No. registered	160	260
No. retained	---	107
New students	160	153
Received I	36 (22.5%)	55 (21.0%)
Received N	21 (13.1%)	42 (16.2%)
Completion rate	103 (64.4%)	160 (62.7%)
Completion rate at end of next quarter	115 (71.9%)	not yet available

Two further sources of information need to be explored before these figures can be taken as final: (1) the number of "stop-outs" - students who took one or more quarters off but re-registered for a later quarter, and (2) the number who complete their "I" grades.

Examination of the updated Grade Sheets showed that by the end of spring quarter, 12 persons had completed the "I" grades received winter quarter. This raises the number who completed winter quarter to 115, a rate of 71.9%. (The Minneapolis Community College completion rate is 65%).

Information on "stop-outs" will not be available until fall quarter registration is complete.

The goal of an attrition rate in the range of 15-20% was not achieved in the first two quarters that the College for Working Adults program was operational. Revision of procedures for early warning of students not attending or in academic trouble, follow-up on those who fail to complete their courses, and follow-up with those who need special skills development assistance is being discussed by CWA staff. It is hoped that new procedures will enable the achievement of program goals for the 1980-81 academic year.

SECTION 5: NEED FOR READING AND WRITING SKILLS DEVELOPMENT

Criteria 5: That the remedial program results in measurable skills gains and increased student confidence and that student persistence among remedial students reaches at least 85% of that for non-remedial students during the third program year or sooner.

This section does not do justice to the complexity of the problems associated with CWA students' remedial needs nor to the extensive debate and planning that has gone on in arriving at the current state of affairs. This section does present some relatively limited data on the test results of the assessment tests that were administered winter and spring quarters of 1980. The logistics for administering the tests has been described in Section One above. It need not be repeated here.

Three assessment instruments have been used to date, (1) a seven-minute adaptation of "The Reading Progress Scale" (RPS) Ronald P. Carver created by the Communications Department of Lansing Community College, (2) the Nelson-Denny Reading Test, Form C by James I. Brown, and (3) an English language writing sample instrument created by the English Department at Minneapolis Community College.

The RPS was given winter quarter to CWA students as they registered. In some cases students were allowed to take this self-scoring instrument home with the instructions to time themselves and return it by mail. It is not known how many of the 106 persons who completed the RPS did so at home. It is estimated less than one quarter did so. Table 22 shows the scores for the 106 completed tests. Level 4 represents a difficulty level that is common to grades 10-12.

TABLE 22: SCORES ON RPS READING TEST BY CWA STUDENTS WINTER 1980

	Score	Number
Level 4	4	100
Level 3	3	4
Level 2	2	1
Level 1	1	0

Since these scores were much higher than predicted, the Nelson-Denny Reading Test, which is used as part of Minneapolis Community College's regular assessment testing program, was administered in class as described in Section One above. Seventy-nine persons completed both the RPS and the Nelson-Denny. Table 23 shows the comparison.

TABLE 23: COMPARISON OF RPS AND NELSON-DENNY READING TEST SCORES (N=79)

Score on RPS	N	Results on ND	
4	75	67	11.0 or greater
		3	10 - 10.9
		1	9 - 9.9
		1	8 - 8.9
		3	6.0 or less
3	3	1	14.5
		1	9.3
		1	7.9
2	1	1	7.5

Examining the grades of the students whose scores were other than Level 4 on the RPS, we find that for the four persons with Level 3 scores, two received A's and two received B's for the workshop their first quarter of enrollment. The one person with a Level 2 score received an I.

Clearly the RPS did not discriminate on this very small sample in a useful way.

Results on the Nelson-Denny for CWA students who enrolled winter quarter are given on Table 24. Also shown are the number who completed the workshop course spring quarter, the number of I's and N's, and the completion rates.

TABLE 24: READING GRADE LEVEL SCORES FOR CWA STUDENTS SPRING QUARTER ONLY (Nelson-Denny Reading Test; N-258)

		Completion of Workshop Course			
	N	Completed	I	N	Rate
Less than 9	10	6	3	1	60%
9 - 10.9	6	3	3	0	50%
11 - 12.9	19	12	3	3	63%
13 or more	102	76	18	7	75%
No Test Scores	123	62	28	33	50%
All CWA Students	260	1			62%

When spring and winter quarter results were combined, 16 persons scored less than 9.0 on the Nelson-Denny. The grade distribution is shown in Table 25.

TABLE 25: GRADES OF CWA STUDENTS WITH READINC SCORES LESS THAN 9.0

Grade	Number
A	6
B	5
I	3
N	2

The completion rate for this group is 69%, higher than the completion rate for CWA students as a whole. It can be concluded that the Nelson-Denny for this sample did not discriminate either.

These are puzzling and somewhat confusing data. In summary they suggest at best:

(1) Assessment testing should continue to build a bigger data base.

(2) The RPS may still prove to be an appropriate instrument. There is no reason at this point to believe it is less effective than the longer Nelson-Denny.

(3) The qualities that make adults successful in the College For Working Adults may not be assessed very well by test instruments. Other predictors may provide a better basis for getting people the help they need.

The completion rate for those that did not take the Nelson-Denny was lower than for any of the other groups shown in Table 25. It is possible that many of the students with low reading ability avoided the assessment tests altogether.

Results of the writing assessment tests are not available at this time.

SECTION 6: CONFERENCES, TV VIEWING, ZIP CODE ANALYSIS, AND RETABULATION OF HOW STUDENTS HEARD OF CWA

This section of the report is a catchall for data on a variety of subjects that did not fit into the other sections. Four areas are covered: Conferences, TV viewing of CWA programs, area of Twin Cities where inquiries come from and where registered students live, and a retabulation of how Spring quarter students first heard about the program.

Overall Conference Ratings

Evaluation forms were distributed at the end of each conference except the International and Domestic Conflict Conference Spring quarter. For that conference, evaluation forms were distributed at the end of each day of the conference. (The first day was "Family Conflict," the second, "Iran: A Case Study").

The overall ratings by those who returned evaluation forms are summarized on Table 26 below.

TABLE 26: OVERALL CONFERENCE RATINGS

Enrollment/Completion		Poor Lo				Excellent		High		
	N	1	2	3	4	5	6	7	no rating	average rating
153/121 Metro Economy	Not Available									
151/115 Energy	90	0	1	2	18	28	21	9	11	5.21
255/207 Collective Bargaining	191	9	1	13	46	62	52	14	3	4.95
244/189 Conflict: Family	153	2	0	2	10	24	66	49		5.86
Conflict: Iran	156	10	6	18	31	35	36	10		4.32

The left hand column of the table shows the enrollment for each conference course and the number who completed the course with a passing grade. N, as shown by the table, is the number who returned the evaluation form.

Each evaluation form asked the student to give the conference an overall rating on a seven point scale by circling the appropriate number from 1 (poor or low) to 7 (excellent or high).

The ratings were felt to be quite high. In general, conferences were felt to be successful. The Family Conflict Day received the highest average rating of 5.86, and the other part of the conference, Iran: A Case Study, the lowest average rating of 4.32.

The day on Iran involved some unforseen circumstances that surely affected the rating in a negative way. The building was not opened by college security people at the scheduled time. Thus the conference started late causing the cancellation of one event and the reordering of others, not to mention the students being forced to wait outside for part of the morning. The context for the remainder of the day was never set as planned. Also, due to the controversial nature of the topic the conference attracted some uninvited guests who didn't understand the conference as a college course. Their presence contributed to the tension at several points. The rating for the conference, under the circumstances,was seen by the CWA faculty as quite high and a credit to the flexibility and intellectual interest of the adult students in the program.

TV Viewing of CWA Programs

Two surveys were conducted of CWA students' TV viewing of CWA programs. The survey question in each case was part of a conference evaluation form. A survey was conducted both winter and spring quarters. Results are shown in Table 27.

TABLE 27: TV VIEWING OF CWA PROGRAMS AS REPORTED ON CONFERENCE EVALUATIONS

1st Survey: Energy	No. of programs watched per week	No. of persons responding	Percent
Conference	5	56	61
N = 92	4	16	17
(Est. attendance = 115)	3	8	9
	2	1	11
	1	0	0
	No response	11	12

2nd Survey: Family	No. of programs watched per week	No. of persons last week/ %	No. of persons this week/%
Conflict Conference	5	113	127
N = 157	4	19	15
(Est. Attendance = 205)	3	10	10
	2	3	1
	1	3	2
	0	8	2

Table 27 shows that a large majority watch the TV programs for the television component of the program. Winter Quarter 78 percent of those responding to the survey and spring quarter, based on the week of the survey, 80 percent watched 4 or 5 programs. When those watching three or more programs were combined the percentages were 87 percent for winter and 90 percent for spring. Only five persons admitted watching fewer than three programs during the week of the survey. Since the TV programs were available on video cassettes, it is possible that the five would have made up the viewing the next week. It is safe to conclude that the majority of the CWA students say they are watching the TV programs for their telecourse. It remains with the instructors individually to use a critical enough assessment process to make it necessary that students watch in order to pass the course.

Area of the Twin Cities for Inquiries and Registered Students

The question addressed by this part of the report concerns the location of home addresses of persons who inquire about CWA and who have registered for the program. The information tabulated in Table 28 is taken from the Student Information Cards. Zip codes were tabulated in the computer run. Zip code areas were combined into larger geographic areas to make up the categories on Table 28.

TABLE 28: AREA OF TWIN CITIES FOR INQUIRIES AND REGISTERED STUDENTS

	Inquiries[a] N =	Registered Students N = 316
South Minneapolis	421	111
North Minneapolis	124	22
Northeast Minneapolis	51	12
Northwest Minneapolis	134	20
West Suburbs	187	38
South Suburbs	166	28
North Suburbs	153	15
St. Paul	121	8
North St. Paul Suburbs	103	6
South St. Paul Suburbs	88	8
Other		29
No Answer		10

[a] Based on Tabulation of Zip Codes

The data shows that the largest number of inquiries and registrations came from South Minneapolis. This area is the closest in proximity to Minneapolis Community College, but it was also the area where three community recruiters worked and five of eleven sections of the program were held. The second most dense area was the West suburbs, third, the South suburbs, and fourth, North Minneapolis. St. Paul and suburbs only provided 22 registered students.

SECTION 7: SUMMARY AND RECOMMENDATIONS: PRELIMINARY CONSIDERATIONS

Summary of Section One

Data for this report came from six sources: The Student Questionnaire and the Student Information Form, Assessment Tests, Quarterly Grade Sheets, Information Cards, and Conference Evaluations. There were limitations on the data due to lack of complete information for all students.

Data was coded and punched on data cards. SPSS was used to obtain frequency tables and cross-tabulations.

Recommendations are:

(1) That administration of all instruments be tightened up to improve the comprehensiveness of the data.

(2) That Student Questionnaires include the name of the student so that student progress can be correlated with the many variables on the questionnaire.

(3) That the section of the Student Questionnaire on educational history be improved to provide better information.

(4) That a period of exploration be undertaken using the computer on-line to re-tabulate, cross-tabulate, and use other statistical processes to tease out critical relationships, not with the end to draw conclusions at this time, but toward the end of designing longitudinal studies that will provide helpful information to improve future decision-making. An example of a large scale study would be pooling of all items from the Student Questionnaire dealing with motivations as barriers to attendance and success, including aims, goals, problems, program characteristics, etc. Complex but easily

accessible statistical processes are available by computer for generalizing from such data to identify common patterns. Also, since similar data is available through the To Educate the People Consortium for five other programs, the data base and the resultant conclusions can be significantly expanded.

Summary of Section Two

(1) The majority of CWA students are aiming to complete an AA degree.

(2) CWA students had a variety of goals for enrolling. They included career related goals, learning goals, degree goals, and society changing goals. Income was directly related to career advancement goals, and inversely related to career initiation goals. Skills for community change and learning goals were particularly important to low income groups. The satisfaction of having a degree was the top ranked goal.

(3) Flexible schedules and flexible locations; minumum time on campus, in class, and to complete the degree; and ability to continue to work -- in short -- were the most important program characteristics to CWA students.

(4) The most frequently checked factor in the choice of CWA was that it sounded new and interesting.

(5) The main problems anticipated by students, who had 6 to 8 weeks experience in the program when they completed the questionnaire, concerned basic skills and their own adequacy. The latter included lack of time, energy and self discipline. 52 persons anticipated a problem of some sort with lack of counseling. They suggest that the program evaluate efforts to see if problems

have been solved. Also, since students are anxious about their skills, the system for addressing that anxiety could be reviewed.

(6) The majority of the students have the strong support of others for attending CWA. The few who do not may require special support for their efforts to continue in the program, if these persons can be identified.

The recommendations based on this information is that the program keep up the good work. There is obviously support for the kind of program that has been created.

Summary of Section Three

A typical student in CWA is an adult woman, 31 years old, Caucasian, living alone or with children, whose income is less than $15,000. She has post-secondary experience in the past 4 years but didn't complete her AA Degree because of family responsibilities and financial problems. She works full time, 40 hours per week on the regular day shift as a clerical worker having been at her job less than three years. She values interesting work with variety that gives her the opportunity to use her skills, make decisions, and exercise responsibility. These are values slightly above pay and job security. She is dissatisfied with present opportunity to get ahead quickly but most other things about her job are satisfactory.

Summary of Section Four

The completion rates for winter and spring quarters 1980 were 64 and 63 percent respectively. Retention between quarters was 67 percent. At the end of spring quarter, due to I's completed, the completion rate for that quarter increased to 72 percent.

Summary of Section Five

Neither the RPS nor the Nelson-Denny successfully predicted poor readers who would be more unsuccessful in completing the program than students as a whole. For the small sample who completed both tests there were sufficient discrepancies in the scores to suggest a moderately low correlation between instruments. Since neither predicted the lack of successful completion, there is no good basis for conclusions about the validity of either test.

The students who did not take either test had the lowest completion rate. Persons with low reading ability might be avoiding the tests altogether.

Recommendations are to continue the tests to expand the data base, tighten procedures for administration of the testing, continue to experiment with the RPS, and initiate in depth assessment to get at other factors in students lives that make them successful.

Summary of Section Six

The overall ratings of conferences by students were high.

A large majority of students report watching 4 or 5 TV programs per week.

The largest number of both inquiries and registrations came from South Minneapolis. This area is close to MCC, had three community recruiters, and was the area where five of eleven workshop classes were held. The second and third most fruitful areas were the West and South suburbs, respectively.

Report on a Survey of Students of the PACE Program and of the Evening Student Program of Longview Community College in Kansas City, Missouri

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December 15, 1980

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Introduction

This paper reports the result of a survey conducted by the PACE Program of Longview Community College. At the request of the Director, Mr. Don St. Clair, a questionnaire was administered to all PACE students enrolling for the first time during the Spring Semester of 1980. Further, the same instrument was administered to a quota sample of regular evening students of Longview with the assistance of Dr. Bert Specter.

The questionnaire was a modification of one developed for a national study of graduates of non-traditional programs sponsored by the National Institute of Education and carried out by the Bureau of Social Science Research in cooperation with the American Council on Education (Sosdian & Sharp, 1978). This instrument was later modified by Mr. Alan Woodley of the British Open University for use as an entry-level questionnaire for students entering programs of the PACE-type model; that is, member programs of the To Educate the People Consortium.

The data of this report are derived from returned questionnaires of 93 PACE students (total estimated population at the time was 120), and 105 regular evening students enrolled in a variety of courses. The purpose of the study was to determine ways in which PACE students differ from non-PACE students, as well as provide data on student reactions to the Program which might be of benefit to future curriculum planning and development. Responsibility for administration of the questionnaire was in the hands of Dr. Sarah Evans, Coordinator of PACE. Data analysis and interpretation were conducted by Dick McMann of Wayne State University and Director of Research & Evaluation for the Consortium.

Demographic Characteristics

Let us begin with some basic facts regarding these students: age, race, sex and marital status. Table I, below, offers a few descriptive statistics on the age of PACE students and regular evening students.

TABLE I: Age Comparison of PACE & Evening Students.

A. PACE students

Mean	44.2 years old
Median	39 years old
Range	18-87 years old

B. Evening students

Mean	27.2 years old
Median	25 years old
Range	17-53 years old

Table I indicates both that the PACE students were considerably older, as a group, than the evening students surveyed and that their age range was considerably larger.

Table II presents information on the sex ratio of the two groups for those responding to the request for such information.

TABLE II: Sex of PACE & Evening Students.

	PACE Students	Evening Students	
Male	20 (21.7)	52 (61.2)	
Female	72 (78.3)	33 (38.8)	
	92 (100%)	85 (100%)	177

Table II, then, clearly indicates a strong relationship between student's sex and program in which enrolled.

Tables III and IV, below, present respectively a comparison of the two groups on the variables of minority status and marital status.

TABLE III: Comparison of PACE & Evening Students by Minority Status.

	PACE Students	Evening Students		
White	68 (76.4)	74 (86.0)		
Non-white	21 (23.6)	12 (14.0)		
	89 (100%)	86 (100%)	175	Missing data 23

TABLE IV: Comparison of PACE & Evening Students by Marital Status.

	PACE Students	Evening Students		
Never married	16 (17.8)	29 (33.7)		
Married	44 (48.9)	46 (53.5)		
Separated, widowed, divorced	30 (33.3)	11 (12.8)		
	90 (100%)	86 (100%)	176	Missing data 22

Chi square is 12.52044; df 2; $p < .01$

Simple examination of Table III indicates that there is no significant relationship between the two programs in terms of student's minority status. Table IV, on the other hand, presents a strong, statistically significant relationship between marital status and program. This, of course, is not surprizing, given the earlier data on the age of the two groups.

The data of these first four tables, then, indicate that the two groups are quite different in terms of age, sex and marital status, if not in terms of minority status. Thus, it would appear that in certain fundamental ways the students enrolling in PACE were unlike those enrolling in the regular evening program at Longview

Work, Family and Previous Education

We turn our attention now to a more detailed examination of the PACE students in terms of their employment, family and their previous education, with only occasional reference to the evening students.

Unfortunately, no comprehensive academic history is available for the PACE students. Still, the questionnaire did tap a number of items of interest in this general area. To begin with, Table V, below, compares PACE and evening students in terms of whether or not they gained their high school diploma while still in school.

TABLE V: High School Graduation of PACE & Evening Students.

Point of high school graduation	PACE Students	Evening Students	
Diploma gained at high school	76 (85.4)	78 (90.7)	
Not gained at high school	13 (14.6)	8 (9.3)	
	89 (100%)	86 (100%)	175

Missing data 23

No chi square is needed to note the lack of significant difference between the two groups on this item. Next, Table VI presents data on the two groups in terms of whether or not they have pursued any type of educational activity since leaving high school (college, apprenticeships, etc.). Again, we fail to find a statistically significant difference between the two groups.

TABLE VI: Educational Activity Since High School for PACE & Evening Students.

	PACE Students	Evening Students
Yes	70 (81.4)	64 (73.6)
No	16 (18.6)	23 (26.4)
	86 (100%)	87 (100%)

173 Missing data 25

Chi square (uncorrected) is 1.519; df 1; $p > .05$

Our last table related to education presents information from a question which asked the respondent how long it had been since he or she had done "any serious study."

TABLE VII: Years Since Serious Study for PACE & Evening Students.

	PACE Students	Evening Students
0-2 yrs	33 (37.1)	56 (66.7)
5-9 yrs	14 (15.7)	14 (16.7)
10-14 yrs	42 (47.2)	14 (16.7)
	89 (100%)	84 (100%)

173 Missing data 25

Chi square is 19.815; df 2; $p < .05$

We see in the above table a dramatic difference between the two groups. Further, one can easily imagine this difference to be a function of the average age differences noted in the previous section.

Regarding occupation, Table VIII presents data on the current occupational status of the PACE students.

TABLE VIII: Occupational Status of the PACE Students.

Full-time work	60 (64.5)
Temporarily unemployed	1 (1.1)
Homemaker	4 (4.3)
Other	20 (21.5)
No response	8 (8.6)
Total	93 (100%)

Table IX, then, indicates the types of occupations in which these students are engaged.

TABLE IX: Occupations of PACE and Evening Students.

	PACE	Evening
Managerial, professional, technical	16 (17.3)	25 (23.8)
Service, clerical, protective	26 (28.0)	19 (24.8)
Blue-collar (skilled, un-, semi-)	22 (23.6)	15 (14.3)
Homemaker	3 (3.2)	0 (00.0)
Unemployed	12 (12.9)	2 (1.9)
Undeterminable	6 (6.5)	1 (1.0)
No response	8 (8.6)	36 (34.3)
Total	93 (100%)	105 (100%)

We may note that the two groups do not appear to be appreciably different in terms of occupational strata. Table X, however, offers a comparison of the income levels (household) of the two groups.

TABLE X: Income Levels (Household) for PACE & Evening Students.

Household Income Level	PACE Students	Evening Students	
$0 to 14,999	15 (25.0)	23 (33.3)	
$15,000 to 23,999	16 (26.7)	18 (26.1)	
$24,000 & over	29 (48.3)	28 (40.6)	
	60 (100%)	69 (100%)	129

Missing data 69

We can see that the household income levels of the two groups are not radically different. Given the greater average age of the two groups, however, one might have predicted a higher income level for the PACE students. A number of explanations of this are possible. It may be that, while the two groups do not differ greatly in occupational level, the PACE group occupies lower rungs of these levels. On the other hand, given the sex-ratio of the two groups, it may be that the PACE students do not receive equal compensation for the same type of work. Indeed, both of these possibilities may be at work here and both related to the sex-ratio of the two groups.

Finally, in the area of income, Table XI presents information on how the PACE students are financing their tuition.

TABLE XI: Sources of Tuition Financing for PACE Students.

Current earnings	57
Other personal resources	7
Veterans benefits	8
Money from federal government (but not VA)	7
Money from state government	1
Money from the college	1
Money from friends or relatives	8
Tuition rebate from employer	11
Other sources	7

NOTE: Multiple responses possible.

On the matter of family life, we have already seen that the PACE students are more likely to be or have been married. The next several tables present information on the children of these students. These students have an average of 2.73 children each and, as Table XII indicates, about half still have children at home.

TABLE XII: Number of Children Living at Home for PACE Students.

	Number	Percent
No children at home	45	(48.4)
1 to 2 children at home	33	(35.5)
3 or more children at home	15	(16.2)
Total	93	(100%)

Table XIII shows the distribution of age levels for those children who are still at home. An examination of the table indicates that most of these report children of school-age levels.

TABLE XIII: Age Levels of Children at Home by Number of Parents Selecting.

Age Groups	No. of Parents Selecting in Each Group
3 mos - 2 yrs	9
2 yrs - 4 yrs	5
4 yrs - 6 yrs	12
6 yrs - 8 yrs	- (data missing through error)
8 yrs - 12 yrs	15
12 yrs - 16 yrs	19
16 yrs - 20 yrs	15
20 yrs & over	6

While causal relationships can not be stated firmly from the data provided, and while one must not overemphasize the explanatory power of the sex-ratio, still it is reasonable to advance provisionally the idea that many of these students may have been motivated to enroll in college at this time due to the greater age of their children; that is, the hiatus noted in "years since any serious study" may be related in part to childrearing responsibilities. In fact, as we will see later, the students themselves felt that marriage and family responsibilities were a major factor in preventing them from completing a degree earlier. It is not so likely that the hiatus was due to negative attitudes toward education generally, since we have seen that the PACE students were just as likely to graduate from high school at the usual age and just as likely to have engaged in some educational program since high school.

Goals and Objectives

Although the PACE students differ in certain fundamental demographic characteristics, their aims and goals in entering the program are not far different from the stated aims and goals of the regular evening students. Tables XIV & XV, below, present data from a question which asked how far the respondent planned to go in the program for which he or she was enrolled.

TABLE XIV: Aims of the PACE Students.

	Number	Percent
To complete the Associates Degree	20	21.5
To transfer to another college	40	43.0
Studying for own interest	20	21.5
Study until VA benefits run out	0	0.0
Don't know	13	14.0
Total	93	100%

TABLE XV : Aims of the Evening Students.

	Number	Percent
To complete the Associates Degree	19	18.1
To transfer to another college	50	47.6
Studying for own interest	0	0.0
Study until VA benefits run out	3	2.9
Don't know	21	20.0
Total	105	100%

The tables above indicate a rough similarity of aims. The two exceptions in which PACE students were much more likely to be studying for their own interests and not particularly aiming for a degree, and in which the evening students are somewhat more likely to respond "don't know," are both probably related, at least in part, to the differences in average ages between the two groups, already noted in Table I. Table XVI offers a different kind of perspective on the variable of age by distributing the respondents into age levels.

TABLE XVI: Age Groups of PACE & Evening Students.

Age Groups	PACE Students	Evening Students		
17-26	14 (17.7)	44 (58.7)		
27-36	21 (26.6)	20 (26.7)		
37-46	17 (21.5)	9 (12.0)		
47 & over	27 (34.2)	2 (2.7)		
	79 (100%)	75 (100%)	154	Missing data 44

Chi square is 39.477; df 3; $p < .05$

The age level differences found in Table XVI, significant at the .05 level, indicate most clearly that many of the PACE students may have reached a point in life where personal satisfaction takes precedence over career mobility. On the other hand, the majority of evening students are still at a point where thoughts of the future may be fluid and ambiguous.

Respondents were also asked to rank the goals which were important to them when entering the College. The question presented a list of eleven possible goals, including both intrinsic and extrinsic goals. They were asked to rank each goal, utilizing one of the following five possible response categores: "not important," "somewhat important," "important," "very important," and "extremely important." For the sake of clarity, Tables XVII/XVIII, below, present the number and percent responding in the "very important," or "extremely important" mode for each of the items.

TABLE XVII: Goals Important When Entering for PACE Students.

		(N)	Number and percent responding "very important" or "extremely important"	
1.	Credentials for New Kind of Job	79	43	46.3%
2.	Satisfaction of Having a Degree	80	38	40.8
3A.	To Develop a New Career	82	37	39.8
3B.	To Learn on One's Own	83	37	39.8
4.	To Learn More About a Subject	87	31	33.4
5.	Chance for Good Pay/Promotion	80	30	32.3
6.	Entry to Advanced Degree Program	81	27	29.0
7.	To Improve Skills for Current Job	77	22	23.7
8.	To Obtain a Professional License	76	12	12.9
9.	To Obtain Right Pay for Current Job	79	8	8.6
10.	To Obtain Veterans Benefits	65	7	7.6

TABLE XVIII: Goals Important When Entering for Evening Students.

		(N)	Number and percent responding "very important" or "extremely important"	
1.	Credentials for New Kind of Job	84	49	46.7%
2.	Chance for Good Pay/Promotion	83	44	41.9
3.	Satisfaction of Having a Degree	83	42	40.0
4.	To Develop a New Career	83	41	39.0
5.	Entry to An Advanced Degree Program	83	37	35.3
6.	To Improve Skills for Current Job	83	37	35.2
7.	To Learn on One's Own	83	32	30.5
8.	To Learn More About a Subject	82	24	22.8
9.	To Obtain a Professional License	84	18	17.1
10.	To Obtain Veterans Benefits	71	11	10.5
11.	To Obtain Right Pay for Current Job	82	9	8.6

As with the question of aims, the question of goals evokes roughly similar responses from both groups. In both, career mobility and the satisfaction of having a degree rank quite high. There are, however, some interesting differences. The evening students appear to link "new kind of job" with "good pay/promotion," whereas there is a clear separation of the two among PACE students. We can also notice greater importance assigned to the intrinsic factors of "to learn on one's own" and "to learn more about a subject" among the PACE students. This would be in keeping with "studying for own interest" response on the question of aims (Table XIV).

Given the stated aims and goals of the PACE students, we might ask why they were attracted to the PACE Program in particular as a way of achieving those objectives. There are several ways of approaching this problem. We might begin by asking this group why they had not completed a degree earlier. Table IXX, below, presents the responses of the PACE students to just such a question.

TABLE IXX: Reasons for Not Completing a Degree Earlier for PACE Students.

Items	No. of Responses
I didn't really know what I wanted	27
I didn't really need a college degree	13
I didn't think I was clever enough	15
Marriage or family responsibilities were too demanding	51
My job was too demanding	34
Financial problems	33
Changed residences frequently	8
Military service	6
Some other reason	13

NOTE: Multiple responses possible.

Four major reasons emerge in the perception of the students for not completing a degree earlier: 1) career indecision; 2) marriage and family responsibilities; 3) job demands; and 4) financial problems. The extent to which these students are still undecided is, of course, difficult to assess in the absence of qualitative data. Still, their greater chronological maturity, stated aims and goals, and the very fact they have enrolled in the Program offer some evidence that such indecision will not play such a large role in the future as, presumably, it has in the past. The other three factors -- family, job and tuition money -- are, of course, the classic problems of the working adult. Later we will take a close look at the family, work and financial situation of these students, but first we will examine certain features which may have had a role in attracting these students back to school.

Table XX, below, presents data from a question which asked the students to choose from a selected list those items which may have played a part in their decision to enroll in PACE.

TABLE XX: Some Factors in Student's Decision to Enroll in PACE.

Item	No. Responding
The good reputation of the program	35
Low cost of the program	41
It was recommended by an advisor	26
Knew some people in the program	36
It sounded new and interesting	72
None of the above	9

NOTE: Multiple responses possible.

Perhaps the most interesting set of responses (in addition to the apparently considerable role played by social relationships in attracting these students) were produced by the item, "It sounded new and interesting." Given that there were only 93 cases in the survey, this item was selected by almost 75%

of the students as a factor attracting them to PACE. Clearly, there was something compelling about the curriculum or the delivery structure, or both, to these persons. The reaction of the students to the PACE curriculum is, unfortunately, outside the realm of this study. There were, however, several questions regarding the delivery structure asked of the PACE students. A central element in the rationale of the PACE Program is that it offers its curriculum through a delivery structure which is adapted to meet the needs of working adults whose schedule is seriously curtailed by the demands of work and family. Table XXI, below, combines a series of items which asked the respondent to rank the importance to him or her of selected program features which result, directly or indirectly, from its delivery structure.

TABLE XXI: Importance of Delivery Structure Features to PACE Students When Enrolling.

Item	Not or Somewhat Important	Important	Very or Extremely Important
Minimal amount of classroom attendance was required	22	26	28
Minimal number of days (or time) required on campus	7	22	44
Chance to have flexible location(s)	11	21	40
Chance to have flexible scheduling	7	22	45
Chance for part-time study	12	18	44
Needed/wanted to maintain regular job schedule	18	5	47
Needed/wanted to obtain a degree in a shorter period of time	15	12	44

The data of the table do indicate the importance which the students attach to features of the delivery system. In interpreting the table, it may be of particular importance to note the rather even distribution of responses to the question concerning amount of classroom attendance. Contrasting response to this item with responses to all the other items, it would seem that these students are not simply seeking an "easy" program, but one which it is possible for them to incorporate into their on-going lives.

Problems & Resources

Despite the best efforts of students and faculty, going to college always entails some problems. The PACE students were asked to rate how great a problem they anticipated having with a selected list of factors involving the areas of attendence, basic skills and relations with others for social and academic support.

Table XXII, below, presents data on how great a problem students envisioned in meeting the "attendance" requirements peculiar to the delivery structure of the Program.

TABLE XXII: Rating of Expected Attendance Problems for PACE Students.

	No or Slight Problem	Problem	Quite or Great Problem	
Getting to the workshop classes	69	6	3	N 78
Getting to the conference classes	66	6	4	N 75
Getting to see the TV programs	45	15	25	N 85

The students seem quite comfortable with all but their ability to see the television programs. This student reaction takes on added significance when it is recalled that 1) television makes up a large part of the total PACE curriculum and 2) these students had already spent several weeks in the Program when the survey was administered.

Turning to the area of basic skills, Table XXIII, below, presents student anticipations of problems involving the basic skills of reading, writing and comprehension.

TABLE XXIII: Rating of Expected Skill Problems for PACE Students.

	No or Slight Problem	Problem	Quite or Great Problem	
Gaining necessary reading skills	52	9	15	N 76
Gaining necessary writing skills	43	20	17	N 80
Understanding course content	57	9	16	N 82

Apprehension regarding skills is considerably greater than regarding attendance, particularly in the area of writing skills.

Finally, Table XXIV, below, presents student anticipations of problems involving supportive contact with others; namely, faculty, other students and advisors.

TABLE XXIV: Rating of Expected Supportive Contact Problems for PACE Students.

	No or Slight Problem	Problem	Quite or Great Problem	
Lack of contact with instructor	73	5	0	N
Lack of contact with other students	73	3	2	N
Lack of counseling/advice	67	9	2	N

Apparently, these students anticipate virtually no problems in these important areas of support. Interpretation of the significance of the data of Tables XXII, XXIII and XXIV may be enhanced by comparing reactions of PACE students and non-PACE, evening students on comparable items.

Regarding attendance, no comparison is possible, of course, between the two groups regarding television and conference (or "weekend") courses. Table XXV, however, compares the two groups regarding perception of problems regarding attendance at weekday classes.

TABLE XXV: Perception of Attendance Problems for PACE & Evening Students.

	PACE Students	Evening Students		
No, or slight problem	59 (76.6)	44 (58.7)		
Some problem	18 (23.4)	31 (41.3)		
	77 (100%)	75 (100%)	152	Missing data 46

Chi square (uncorrected) is 5.608; df 1; $p < .05$

The data indicate a statistically significant relationship in which the evening students are more apprehensive.. The PACE policy of offering classes off-campus is probably a factor here.

Regarding concern for basic skills, Tables XXVI, XXVII and XXVIII offer comparisons between the two groups for each of the three skill items.

TABLE XXVI: Perception of Reading Skills Problems for PACE & Evening Students.

	PACE Students	Evening Students		
No, or slight problem	31 (41.3)	43 (55.1)		
Some problem	44 (58.7)	35 (44.9)		
	75 (100%)	78 (100%)	153	Missing data 45

Chi square (uncorrected) is 2.914; df 1; $p > .05$

TABLE XXVII: Perception of Writing Skills Problems for PACE & Evening Students.

	PACE Students	Evening Students		
No, or slight problem	30 (38.0)	36 (46.2)		
Some problem	49 (62.0)	42 (53.8)		
	79 (100%)	78 (100%)	157	Missing data 41

Chi square (uncorrected) is 1.0776; df 1; $p > .05$

TABLE XXVIII: Perception of Course Content Problems for PACE & Evening Students.

	PACE Students	Evening Students		
No, or slight problem	27 (33.3)	31 (40.3)		
Some problem	54 (66.7)	46 (59.7)		
	81 (100%)	77 (100%)	158	Missing data 40

Chi square (uncorrected) is .815; df 1; $p > .05$

These tables indicate that there is no statistically significant difference between the two groups in terms of perception of problems involving basic skills. It would, of course, be extremely interesting to juxtapose these self-reports with objective measurements of skills. Still, we may conclude that the PACE students are just as confident (or apprehensive) as the regular evening students in the matter of skills.

Regarding supportive contacts, Tables XXIX, XXX and XXXI compare the two groups for perceptions of problems involving contact with faculty, co-students and advisors.

TABLE XXIX: Perception of Faculty Contact Problems for PACE & Evening Students.

	PACE Students	Evening Students		
No, or slight problem	62 (80.5)	45 (62.5)		
Some problem	15 (19.5)	27 (37.5)		
	77 (100%)	72 (100%)	149	Missing data 49

Chi square (corrected) is 5.111; df 1; p< .05

TABLE XXX: Perception of Co-Student Contact Problems for PACE & Evening Students.

	PACE Students	Evening Students		
No, or slight problem	58 (75.3)	44 (60.3)		
Some problem	19 (24.7)	29 (39.7)		
	77 (100%)	73 (100%)	150	Missing data 48

Chi square (uncorrected) is 3.901; df 1; p< .05

TABLE XXXI: Perception of Advisor Contact Problems for PACE & Evening Students.

	PACE Students	Evening Students	
No, or slight problem	62 (80.5)	48 (66.7)	
Some problem	15 (19.5)	24 (33.3)	
	77 (100%)	72 (100%)	149 Missing data 49

Chi square (uncorrected) is 3.695; df 1; $p < .05$

Interestingly, in each table there is a statistically significant relationship such that the evening students tend to percieve a greater problem in gaining such supportive contact than the PACE students. Whatever the causes in these differences of perception, one might expect the PACE students to reap considerable benefit from such social and academic support.

Finally in this area, there are two other comparisons which the reader may find of interest. Both the PACE and evening students were asked to rate perception of problems involving the following additional items: 1)"self-discipline, getting down to regular study"; 2) "lack of energy after a day's work"; 3) "finding the money to pay for the course"; 4) "having a place at home to study quietly"; and 5) " finding the time necessary to study." Of these five items, only two produced statistically significant differences between PACE and evening students: lack of energy and a place to study.

Tables XXXII and XXXIII, below, compare the two groups on these variables.

TABLE XXXII: Perception of Problem Finding Place for Study for PACE & Evening Students.

	PACE Students	Evening Students	
No, or slight problem	47 (59.5)	28 (36.8)	
Some problem	32 (40.5)	48 (63.2)	
	79 (100%)	76 (100%)	155 Missing data 43

Chi square (uncorrected) is 7.958; df 1; $p < .05$

TABLE XXXIII: Perception of Problem Involving Energy for PACE & Evening Students.

	PACE Students	Evening Students	
No, or slight problem	27 (34.2)	15 (19.5)	
Some problem	52 (65.8)	62 (80.5)	
	79 (100%)	77 (100%)	156 Missing data 42

Chi square (uncorrected) is 4.280; df 1; $p < .05$

One can only speculate on the sources of these differences. On the matter of having a place to study, the differences might reflect point in the life cycle; that is, the evening students, being younger, may be more likely to still live at home or to live with younger children in a smaller home. The question of energy after a day's work is even more difficult to interpret, since both groups tend to be employed and to be employed in similar occupations. Greater enthusiasm, of course, would be one possible explanation. Since no item directly questioned the two groups on the matter of enthusiasm, we would have to look for indirect evidence to support this explanation.

Fortunately, there is some indirect evidence which points in the direction of greater enthusiasm on the part of the PACE students. As an addendum to the questionnaire of the survey, students were presented with 23 items which asked them to rate the Longview faculty along a number of dimensions. A comparison of the responses of the two groups on these items produces some rather startling results: in every single instance, without exception, the PACE students offer a higher rating of the faculty than the evening students. While no table-by-table interpretation is offered in this report (the reader being directed to Appendix A for a simple presentation of the tables), the direction and the force of the ratings offer evidance, not only of the quality of the PACE faculty, but, one might think, of the enthusiastic response of the PACE students to the Program.

Summary and Conclusions

This paper has reported the results of a questionnaire administered to new students enrolled in the PACE Program during Spring Semester, 1980 and a quota sample of regular evening students enrolled in Longview, but not in PACE, during the same period.

The PACE students were found to differ from the regular evening students in several demographic characteristics: sex, age and marital status. Further, while the two groups did not differ appreciably for the educational items examined or for occupational levels, differences in income which one might expect on the basis of greater time in the workforce did not appear. The tentative suggestion was made that the lack of differences is tied to the predominance of females in the PACE group.

No radical differences appeared in the stated aims and goals of the two groups, although a tendency to emphasize intrinsic factors was found for the PACE group.

Four major factors were reported by the PACE students for not completing a degree earlier: career indecision, demands of family and of work and financial problems. Some factors attracting the PACE students to the Program were found to include social relationships and the unique program concept, in which the students appeared to emphasize the importance of delivery structure flexibility.

A number of problem areas were then examined. The PACE students were found to be anxious over meeting the television viewing schedule. They were, however, found to be more confident of meeting the class schedule. Further, they were no more likely than evening students to anticipate a problem in exercising basic academic skills, and more likely to be confident in their ability to engage in supportive contacts with faculty, co-students and advisors. There were also less likely to find it a problem to secure a place to study and less likely to expect lack of energy after a day's work to meet the demands of coursework.

Finally, strong evidence was found for student preceptions of quality in the faculty and of strong enthusiasm for the Program in the data of PACE and evening student evaluation of Longview instruction.

In sum, the data of the survey suggest that PACE has attracted a different clientele; that its unique structure was an important factor in their recuitment; that the students are confident in areas of potential problems; and that they evidence a strong enthusiasm which should contribute greatly toward their academic progress.

APPENDIX

The following tables present a comparison of the responses of PACE and evening students to a series of questions requesting evaluation of instruction at Longview Community College

1. Knowledge of the subject; I believe Longview teachers...

	PACE Students	Evening Students
Know it very well	54 (.62)	22 (.27)
Know it well	25 (.29)	41 (.50)
Average	7 (.08)	15 (.18)
Don't know it very well	1 (.01)	1 (.01)
Know it poorly	0 (.00)	3 (.04)
	87 (100%)	82 (100%)

2. Presentation: I would say that in relation to other courses taken at other colleges, these courses are

	PACE Students	Evening Students
Very well presented	39 (.50)	16 (.21)
Well presented	29 (.37)	36 (.48)
About average	8 (.10)	18 (.24)
Poorly presented	2 (.03)	3 (.04)
Very poorly presented	0 (.00)	2 (.03)
	78 (100%)	75 (100%)

3. Self-confidence: I believe the Longview teachers are

	PACE Students	Evening Students
Sure of themselves	67 (.77)	42 (.55)
Fairly self-confident	19 (.22)	25 (.32)
Uncertain	1 (.01)	10 (.13)
	87 (100%)	77 (100%)

4. Answering questions: I believe when questions are asked in class the Longview teachers

	PACE Students	Evening Students
Answer them full and directly	65 (.75)	49 (.60)
Answer them partially	21 (.24)	27 (.33)
Evade them	1 (.01)	5 (.06)
Do not answer them	0 (.00)	1 (.01)
	87 (100%)	82 (100%)

5. Explanation: I find that in explanation of difficult material, the Longview teachers are

	PACE Students	Evening Students
Very clear	44 (.50)	22 (.28)
Clear	39 (.44)	49 (.61)
Not very clear	5 (.06)	9 (.11)
	88 (100%)	80 (100%)

6. Student-teacher relationship: I believe that during the class period

	PACE Students	Evening Students
There is a warm and friendly feeling	81 (.94)	67 (.86)
There is neither good will nor antagonism	4 (.05)	9 (.11)
The teachers tend to antagonize the students	1 (.01)	2 (.03)
	86 (100%)	78 (100%)

7. Attitude toward students: In dealing with students, I believe the teachers are

	PACE Students	Evening Students
Always considerate & courteous	59 (.67)	23 (.29)
Usually considerate & courteous	26 (.30)	49 (.62)
Indifferent	1 (.01)	5 (.06)
Sometimes inconsiderate & discourteous	2 (.02)	2 (.03)
	88 (100%)	79 (100%)

8. Interest in students: I believe the teachers in dealing with students show

	PACE Students	Evening Students
Great interest in the students	42 (.49)	19 (.24)
Above average interest in the students	34 (.40)	28 (.36)
Average interest in the students	9 (.10)	28 (.36)
Little interest in the ~~students~~	1 (.01)	3 (.04)
Very little interest in the students	0 (.00)	0 (.00)
	86 (100%)	78 (100%)

9. Sense of humor: I believe the teachers

	PACE Students	Evening Students
Have a good sense of humor	72 (.82)	47 (.59)
Are sometimes humorous	14 (.16)	30 (.38)
Are too serious	2 (.02)	1 (.01)
Try too hard to be funny	0 (.00)	1 (.01)
	88 (100%)	79 (100%)

10. Attitude toward differences: I believe the teachers

	PACE Students	Evening Students
Recognize and allow differences of opinion	72 (.83)	53 (.67)
Are biased but allow other viewpoints	14 (.16)	24 (.30)
Do not recognize nor allow differences of opinion	1 (.01)	2 (.03)
	87 (100%)	79 (100%)

11. Assignments: I would say that in making assignments the teachers are

	PACE Students	Evening Students
Always definite	37 (.43)	24 (.31)
Usually definite	35 (.40)	35 (.46)
Definite	13 (.15)	13 (.17)
Indefinite	1 (.01)	5 (.06)
Very indefinite	1 (.01)	0 (.00)
	87 (100%)	77 (100%)

12. Course: In relation to courses taken elsewhere, Longview courses are

	PACE Students	Evening Students
Very difficult	4 (.06)	0 (.00)
Difficult	19 (.28)	12 (.17)
Average	43 (.62)	51 (.73)
Easy	1 (.01)	6 (.09)
Very easy	2 (.03)	1 (.01)
	69 (100%)	70 (100%)

13. Homework: In relation to other courses, Longview courses require

	PACE Students	Evening Students
More preparation	19 (.27)	9 (.13)
About the same preparation	42 (.60)	57 (.79)
Less preparation	9 (.13)	6 (.08)
	70 (100%)	72 (100%)

14. Enjoyment: In relation to other courses, Longview courses are

	PACE Students	Evening Students
Very enjoyable	41 (.53)	13 (.17)
Enjoyable	26 (.33)	35 (.47)
Average	7 (.09)	22 (.30)
Dull	4 (.05)	4 (.05)
Very dull	0 (.00)	1 (.01)
	78 (100%)	75 (100%)

15. Class discussion: In Longview I

	PACE Students	Evening Students
Usually feel free to participate in discussion	64 (.74)	49 (.63)
Sometimes feel free to participate in discussion	13 (.15)	27 (.35)
Seldom feel free to participate in discussion	9 (.10)	2 (.03)
	86 (100%)	78 (100%)

16. Interest: In relation to other courses, Longview courses are

	PACE Students	Evening Students
Very interesting	37 (.46)	16 (.22)
Interesting	32 (.40)	34 (.46)
Average	10 (.13)	21 (.28)
Uninteresting	1 (.01)	3 (.04)
Very boring	0 (.00)	0 (.00)
	80 (100%)	74 (100%)

17. Teaching ability: I think Longview teachers

	PACE Students	Evening Students
Know the matter and can explain it	78 (.91)	67 (.85)
Know the matter but cannot explain it	7 (.08)	11 (.14)
Do not know the matter well enough	1 (.01)	1 (.01)
	86 (100%)	79 (100%)

18. Instructor's enthusiasm: I think Longview teachers

	PACE Students	Evening Students
Appear quite interested in the subject	81 (.92)	64 (.81)
Seem interested, but lack enthusiasm	6 (.07)	13 (.16)
Act as if bored to teach the course	1 (.01)	2 (.03)
	88 (100%)	79 (100%)

19. Consultation with instructors: Longview teachers are

	PACE Students	Evening Students
Usually available	78 (.95)	61 (.77)
Difficult to find	3 (.04)	15 (.19)
Available but lack willingness	1 (.01)	3 (.04)
	82 (100%)	79 (100%)

20. Teacher's rank: In relation to other teachers, I would rank Longview teachers in the

	PACE Students	Evening Students
Top 10 percent	53 (.69)	23 (.32)
Upper third	21 (.27)	32 (.44)
Middle third	2 (.03)	17 (.23)
Lower third	1 (.01)	1 (.01)
	77 (100%)	73 (100%)

Survey of the Students of the TEP Program University of South Florida:

Spring, 1981

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Wayne State University

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Introduction

This paper reports a survey of the students enrolling in the TEP Program, University of South Florida during its first quarter in operation, Spring, 1981. The instrument used for the survey was the New Student Questionnaire, used also in other TEP student surveys.

The form was administered at the end of the quarter by faculty, at the request of Mrs. Doris Weatherford, a TEP-USF coordinator, who returned completed forms to Detroit for keypunching and statistical analysis (SPSS). The analysis in this report is a preliminary one, based on simple frequencies of responses for the thirty-one forms received back by mid-June, 1981. A later analysis will be done using cross-tabs, controls, tests of significance, etc. The population at the time of the survey was 52.

Student Background

The first question which one might ask of the data is: "Are these respondents the worker/students targeted as the proper TEP clientele?" Table I, below, is an indication that they are.

TABLE I: Current Occupational Status

	N	%
Full-time	29	93.5
Part-time	0	0.0
Laid-off	0	0.0
Homemaker	0	0.0
Other	0	0.0
No response	2	6.5
	31	100%

Unfortunately, no data is yet available on the sex ratio or age of these students. We do know, however, that they are: 1) not recently out of high school, and 2) tend to have families, as Tables II, III and IV illustrate.

TABLE II: Years Since Any Serious Study

	N	%
0 - 4 years	10	32.3
5 - 9 years	6	19.4
10 or more years	14	45.2
No response	1	3.2
	31	100.%

TABLE III: Marital Status of the Students

	N	%
Never Married	8	25.8
Married	18	58.1
Separated/ Divorced/Widowed	5	16.1
	31	100%

TABLE IV: Number of Children & Number at Home

	1	2	3	4	5	N/R
A. Number of children	9	5	1	3		13
B. Number at home	8	5	4			14

Table IV is awkward and requires comment. It indicates the number of respondents who, say, a)claim 9 children, and b) 8 at home, etc.

Educational Background

If these are working adults, we might wonder why they did not complete their education when they were younger. Table V indicates that it is not because they are adverse to educational activities and Table VI lists some specific reasons for not completing earlier.

TABLE V: Educational Activities Since High School*

	N	%
GED Completion	5	16.1
Apprenticeship	3	9.7
Employer Courses	17	54.8
College Courses	15	48.4

*Throughout this paper, a lack of sums indicates that multiple responses were possible.

TABLE VI: Reasons For Not Completing Degree Earlier (N=31)

	N	% (of total N)
Family responsibilities too demanding	22	71.0
Financial problems	15	48.4
Job too demanding	15	48.4
Didn't know what I wanted	6	19.4
Other reasons	6	19.4
Didn't need a degree	3	9.7
Didn't think smart enough	3	9.7
Moved too often	2	6.5
Military service	2	6.5

Reasons for Enrolling in TEP-USF

Table VII, below, indicates some factors influential in initially attracting these students to TEP-USF.

TABLE VII: Reasons for Enrolling in TEP-USF

	N	%
Good reputation of the program	5	16.1
Availability of tuition assistance	18	58.1
Ads generated interest	13	41.9
Knew some people in the program	7	22.6
Sounded new and interesting	26	83.9
None of the above	2	6.5

(multiple responses possible)

Table VIII, below, indicates how far these students plan to go with TEP-USF.

TABLE VIII: Aims of the Students in TEP-USF

	N	%
To complete the program	21	70%
To transfer to another program/college	3	10%
Don't know yet	6	20%

missing data=1

To achieve these academic goals, of course, these students have to overcome a number of obstacles. Earlier, we saw their stated reasons for not completing a degree earlier. Chief among these were: family responsibilities, tuition financing and job demands. We have no data on the effects of family responsibilities on these students today. On the other hand, we can gather some information, direct and indirect, on the status of the second two problems. Table IX, below, indicates that 90.3% of these students are receiving tuition reimbursement from their employer. Data from another question indicates that the employers are paying 50% of total tuition.

TABLE IX: Sources of Tuition Financing

		%
Current earnings	18	58.1
Other personal resources	3	9.7
Veterans venefits	0	0.0
Federal money	0	0.0
State mondey	0	0.0
USF money	2	6.5
Employer's rebate	28	90.3
Other	2	6.5

Table X lists responses to five possible sources of problems for the students.

TABLE X: Various Problem Expectations

	No/ some prob.	Problem	Quite/Great problem
Self discipline	20	5	5
Lack of energy after work	15	12	4
Tuition money	29	0	2
Place to study	22	5	4
Time to study	11	12	8

Table X, then, indicates that while tuition is no longer an obstacle, time and energy for these workers are still something of a "problem." Still, the responses to the question of "self-discipline" is a hopeful indicator that problems of time and energy (which could be thought to be related to "job demands")can be overcome. Further, it must be borne in mind that these are, almost all, full-time students. Under no condition could this be easy, even with the humane structure of TEP-USF course delivery.

Summary and Conclusions

The brief examination of the data from 31 TEP-USF students indicates that they are worker/students, long out of school, who, while not adverse to education, were unable to complete a degree earlier. There is reason to believe that these obstacles are less operative now than in the past.

One would want, of course, to ask many more questions of the students being attracted to TEP-USF and to closely monitor their problems and successes. This the program will do, with the assistance of its Consortium partners; still even this preliminary effort offers evidence that the program has found its proper clientele.

4. CURRICULUM

A. Introduction

The curriculum model of the To Educate the People Consortium results from the experience of the University Studies/Weekend College Program at Wayne State. It is not expected, of course, the model as realized in Detroit will be replicated *in toto* elsewhere, but that the central ideas of the model -- interdisciplinarity, thematic integration, humanistic perspective in all divisions, an adult-oriented pedagogy, a delivery system geared to the students, etc. -- will serve as reference points as program participants adapt to local institutional and social conditions.

In this chapter the curriculum plans of the operational programs are presented for inspection and comparison. Additionally, some results from a small survey of faculty attitudes on a variety of topics are presented. Finally, some mention is made of skills development efforts and on some unexpected, but desirable outcomes of these humanities-based curricula.

B. State University College, Buffalo

The PACE Program of Buffalo State offers a Bachelor of Science in Liberal Studies degree. The PACE curriculum is a refinement of the 60-hour breadth requirements at SUCB. There are five major areas in this component of the curriculum: Applied Studies, Arts, Humanities, Natural Sciences and Social Sciences. Twelve hours of coursework are required in each major area. These courses, delivered through the TEP 3-mode system, are listed below.

Applied Studies

ASO 300	Man and His Financial Environment
ASO 320	Consumer Affairs: Awareness, Education and Application to the Marketplace
ASO 340	Man/Machine Systems

Arts

ARO 201	The Many Lives of Dr. Faust (TV)
ARO 301	Why Man Creates
ARO 302	Period Studies in the Arts

Humanities

HUO 100	Expository Writing
HUO 201	Quality of Life (TV)
HUO 301	Great Ideas in Western Thought

Natural Sciences

NSO 101	Environmental Quality and Life
NSO 102	Changing Life on Earth (TV)
NSO 103	Conference on Physical Science and Society

Social Sciences

SSO 101	Selected Perspectives in the Social Sciences
SSO 102	Culture, Community and Identity (TV)
SSO 103	Conference in the Social Sciences

Upon completion of these five areas, students are required to concentrate in one area for 32-33 credit hours. The concentration courses are too numerous to list here, and consist of 8 hours of required core courses and the remainder elected with advisement.

Students also elect 29-30 hours of coursework and must complete a 2-hour physical education requirement. 124 hours are required for graduation, of which 48 hours must be upper division level.

State University of New York College at Brockport

The PACE-Brockport program adopted a degree and curriculum structure that was operational within the existing continuing education component of the College. The curriculum represents the three major divisions of Social Science, Natural/Mathematical Sciences and Fine Arts and Humanities.

The curriculum plan calls for a full four-year program of study. Each of the three interdisciplinary divisions consists of 12 hours of required coursework within the division, 12 hours of elective coursework and a six-hour seminar (i.e., 30 hours per division). The upper division coursework consists of 24 hours in approved integrating areas and one 6-hour integrating seminar, for a total of 30 credit hours. The program accepts a maximum of 72 transfer credits. The courses of the PACE-Brockport curriculum so far developed are listed below.

Social Sciences

SSC 351	Social Economics (workshop)
SSC 307	Ethnicity in the City (TV)
SSC 211	Changing Nature of Work (conference)
SSC 210	Work and Society (TV)
SSC 212	U.S. Since 1877 (workshop)

Humanities

FA 212	Arts and the Humanities (workshop)
HUM 210	Arts of the Imagination: Faust (TV)
FA 211	Orientation to the Fine Arts (conference)
MAP 100	Mentor-Tutorial (workshop)

Natural/Mathematical Sciences

QNT 110	Quantitative Skills (workshop)
NSM 210	Energy, Technology and Society (TV)
BIO 281	Elements of Human Biology (conference)
AST 210	Cosmos (TV)
SOC 200	Social Statistics (self-study/lab)

Seminar Series (6 hrs. each)

BLS 490	Humanities Seminar
BLS 492	Social Science Seminar
BLS 493	Natural Science Seminar
BLS 494	Integrating Seminar

PACE Program, California State College

The curriculum of PACE-California is designed to fulfill general education requirements for Associates and Baccalaureate degrees. There are no provisions at this point for special PACE upper division level programs. The California curriculum plan is similar to the SUNY model.

While curriculum development is still underway, the first year course offerings are as follows:

Fall, 1980	XXX 105	Culture, Community & Identity (TV)
	ANT 255	World Ethnology (workshop)
	ENG 101	English Composition (workshop)
	HIS 188	Local History (weekend)
Spring, 1981:	SOS 110	Quality of Life: Folk, Mass & Classical Culture (TV)
	ENG 102	English Composition (workshop)
	PHS 145	Astronomy (workshop)
	MUS 105	Survey of Jazz (workshop)
	HIS 165	History of the South (workshop)
	GEO 326	Geography of Pennsylvania (weekend)
Summer, 1981:	HIS 101	U.S. History to 1877 (workshop)
	ENG 107	Introduction to Fiction (workshop)
	EAS 266	Geology of Pennsylvania (workshop)
	SPE 107	Fundamentals of Discussion (workshop)
	GEO 240	Human Ecology (weekends)
Fall, 1981:	Eng 211	Business Writing (workshop)
	EAS 100	Intro to Earth Science (workshop)
	MUS 200	Intro to Music (workshop)
	PHI 100	Perspectives in Philosophy (workshop)
	HIS 187	Family History (weekends)

During its first year, PACE-California has adapted the three-mode TEP delivery model and combined telecourses with pre-existing courses fitted to either a workshop or conference format.

University of South Florida

The To Educate the People Program at the University of South Florida offers an interdisciplinary bachelor's degree, with a curricular plan very much like the TEP model. Students will complete one year of social science, one year of humanities, one year of natural sciences.

The fourth year is open to elective studies. The curriculum is delivered through the three-mode TEP method.

During its first quarter, Spring 1981, the program offered a twelve-credit humanities package of 1) An American Mosaic (TV), 2) The American Experience (workshop), and 3) Values and Control in a Technological World (conference).

Later semester offerings are still being developed and altered for the semester conversion the University of South Florida plans for Fall, 1981.

PACE Program, Edinboro State College

The curriculum of PACE-Edinboro is designed to fulfill general education requirements for a variety of Associate's and Bachelor's degrees. No provisions have been made, nor are any expected, for an upper-division curriculum specific to PACE. Edinboro does, however, have a seven-program evening school and has stated a willingness to take off-campus those courses for which there is a strong demand by PACE students. The curricular plan of PACE-Edinboro, then, is very similar to that of PACE-Buffalo.

This curriculum plan, as presently conceived, is outlined below. All courses are four semester hours.

1980-81

Fall:	SS 103.091	Work and Society (TV)
	ES 101.091	College Writing Skills (weekday)
	SS 401.091	Contemporary National/International Issues (weekend)
Spring:	SB 100.091	Changing Life on Earth (TV)
	MA 101.091	Foundations of Math (weekday)
	GS 101.091	The Dynamic Earth (weekend)

1981-82

Fall	PH 200.091	Patterns of Rebirth (TV)
	DS 107.091	Fundamentals of Speech (weekday)
	AR 100.091	Introduction to Art (weekend)
Spring:	ES 261.091	Play and Leisure (TV)
	HI 103.091	Twentieth Century World (weekday)
	ES 251.091	Introduction to Fiction (weekend)

1982

Fall:	SO 207.091	Studies in Domestic & International Conflict (TV)
	HP 431.091	Community Health (weekday)
	PS 101.091	General Psychology Topics (weekends)

This curriculum plan indicates that PACE-Edinboro has adopted the TEP delivery model and is following the strategy of wedding the interdisciplinary telecourses to other pre-existing courses. The pre-existing courses are then adapted to either a workshop or conference format.

Longview Community College

PACE-Longview program offers a complete five-semester program totaling the sixty-two credit hours required for the Associate's Degree. These semesters are organized in blocks of integrated courses of 12-credits each. The program uses the three-mode delivery model.

The curriculum plan is as follows:

Block I: Social Science

PHIL 100	Perspectives on World Conflict (workshop)
PSYC 140	The Nature of Human Conflict (TV)
SOSC 150	Analysis of Conflict Issues in the Modern World (conference)

Block II: Integrated Studies

PHIL 203	Social Ethnics (workshop)
SOCS 215	Work and Sodiety (TV)
SOCS 151	Foundations of Social Science (conference)

Block III: Humanities

ENGL 101	The American Experience (workshop)
ENGL 167	The Many Lives of Dr. Faust (TV)
HUMN 160	Cultural Identity and Visions of America (conference)

Block IV: Biology and Natural Science

PHYS 101	Science & Energy Problems (workshop)
BIO 118	Changing Life on Earth (TV)
PHYS 102	Technology and Society (conference)

Block V: Advanced Humanities

ENGL 102	Composition and Reading (LVCC requirement)
HUMN 170	Play & Leisure (TV)
PHIL XXX	Logic and the Dialectical Method (conference)

In addition to the above, students are required to take one 2-4 hour elective. The program has been developing a series of electives. These include two business-oriented courses (Environment of Business and Basic Concepts of Data Processing), and has had approved two new courses: ENGL 135: Art of Film, and ENGL 136: Cinematic Image of Workers. Additionally, the program will soon field an alternate Block V which will include an 8-hour science/math package plus an elective. Finally, the program has developed an 8-hour International Studies series for its Semester in France Program and is currently working on several alternates to Block V, including a Drama and the Arts track and a Foreign Language track.

Minneapolis Community College

The College for Working Adults, a division of M.C.C., offers a curriculum meeting all M.C.C. policy and course requirements for the Associates. The three-mode TEP delivery model is used to field integrated studies in the humanities, social sciences and natural science. CWA's courses are listed below.

Social Science: Work & Society

SSCI 133	Overview of Society and Work (workshop)
SSCI 130	Work & Society (TV)
SSCI 131	The Metro Area Economy (conference)
SSCI 134	Collective Bargaining Simulation (conference)
SSCI 135	Contemporary Topics (conference)

Social Science: Conflict

SSCI 143	Conflict (workshop)
SSCI 140	Domestic & International Conflict (TV)
SSCI 141	Family Conflict (conference)
SSCI 142	Domestic & International Conflict (conference)

Humanities: Art of Being Human

ENG 101	College Composition I (workshop)
HUM 130	Art of Being Human (TV)
CIN 134	Art of the Film (conference)

Humanities: The American Experience

Eng 102	College Composition II (workshop)
HUM 144	Art America (TV)
ENG 155	Intro. to the American Novel (conference)

Science: Biology & the Human Body

BIOL 171	Human Applications of Biology (workshop)
BIOL 170	Introducing Biology (TV)
BIOL 172	Selected Topics in Biology (conference)
PE 120	Intro. to Conditioning (conference)

Natural Science: The Universe

PHYS 100	Intro. to Physics (workshop)
ASTR 110	Astronomy (TV)
ASTR 115	Astronomy lab (conference)
PHYS 105	Intro to Physics (workshop)
CSCI 125	Computer Consciousness (conference)

The CWA curriculum plan indicates more conferences than might be expected because it breaks a TEP model conference course into smaller units, awarding each one to two credits. CWA is currently developing other alternative courses in the area of business studies and Technology and Modern Life.

Cleveland State University

The Extended Campus College program consists of 192 credit hours plus three hours of physical education. These hours are divided between 108 lower division credits and 84 upper division credits. For the lower division, students are required to take 36 hours of Social Science, 36 hours of Humanities, and 36 hours of Science & Technology. Each of these three interdisciplinary divisions consist of three 12-hour, integrated units.

In the upper division, students will take 32 hours of Advanced Studies Seminars, 40-48 hours of work in a major (which may be earned in another C.S.U. program), and 4-12 hours of Senior Project. This structure is very similar to the formulation of the model at Wayne State.

Social Sciences

ECC 101	Culture, Community and Identity
ECC 201	Workshop in Self and Community
ECC 251	Conference in Self and Community
ECC 102	Work, Labor and Society
ECC 202	Workshop in Work and Society
ECC 252	Conference in Work and Society
ECC 103	International and Domestic Conflict
ECC 203	Workshop in Conflict Studies
ECC 253	Conference in Conflict Studies

Humanities

ECC 111	Quality of Life: Folk, Mass and Classical Cultures
ECC 211	Workshops in Culture
ECC 261	Conference in the Humanities
ECC 112	Arts of the Imagination
ECC 212	Workshops in the Humanities
ECC 262	Conference in the Humanities
ECC 113	Play and Leisure in Life and Art
ECC 213	Workshops in Play and Leisure
ECC 263	Conference on Play and Work in America

Science & Technology

ECC 121	Values, Technology and Society
ECC 221	Workshop in Technological Assessment
ECC 271	Conference in Science and Technology
ECC 122	Science and Ecology
ECC 222	Workshop in Health and Ecology
ECC 272	Conference in Science and Ecology
ECC 123	Energy, Technology and Society
ECC 223	Workshop in Energy
ECC 273	Conference on Energy

At this point, E.C.C.'s upper division courses are still in the planning stage, but will be in place by 1982.

University of Wisconsin, Oshkosh

The BLS Program offers a liberal studies curriculum organized into eight semesters: 1) Personal Development, 2) Social Sciences, 3) Humanities, 4) Natural Science, and the upper division semesters of 5) Social Sciences, 6) Humanities, 7) Natural Science, and 8) Thesis. These semesters are offered concurrently and the courses of each are scheduled sequentially into weekends. For example, the first semester - Personal Development - consists of six courses. The semester begins by offering the first of these courses over the first three weekends, followed by the second course offered over several weekends, and so on. Classes are held for three hours on Fridays, six hours on Saturdays and three hours on Sundays.

The courses offered by the program are:

Semester I: Personal Development

31-100	Options & Strategies for Adult Learners
31-101	Adult Development in Contemporary Writings
31-102	The Family in Contemporary Society
31-103	Work & Leisure in Contemporary Society
31-104	Human Speech Communications in Contemporary Society

Semester II: Social Sciences

31-105	Development of the American Character
31-106	Deviance and Delinquency
31-107	Development of American Political Process
31-108	America's Role in World Politics

Semester III: Humanities

31-200	Humanities: Definitions, Values, Implications
31-201	Humanities: Return to Romanticism
31-302	Humanities Confront Violence and Aggression
31-203	Humanities Meet Science & Technology
31-160	Basic Math for Adults

Semester IV: Natural Sciences

31-204	Science: Its Methods and Language
31-205	Energy, Matter and the Universe
31-206	From Atoms and Molecules to Living Matter
31-207	Evaluation: Becoming and Being Human

Semester V: Social Sciences

31-300	Report Writing: A Family Portrait
31-301	Contemporary Issues and Problems
31-302	The Computer in Contemporary Society
31-303	Ethnicity and Demography in Wisconsin (elective)

Semester VI: Humanities

31-304	Research and Report Writing in the Humanities
31-305	Religious and Ethical Values in Contemporary Society
31-306	Popular Culture and the Mass Media
31-307	Encountering and the Arts (elective)

Semester VII: Natural Science (tentative)

31-308	Earth Sciences in Contemporary Society
31-309	Development of Scientific Ideas
31-310	Laboratory Experiences in Science
31-311	Science, Technology and Society (elective)

Semester VIII: Thesis (tentative)

Senior Project (6)
Capstone Seminar on Lifelong Learning (2)
Independent Study (1-12)

In addition, the program offers self-paced autotutorial courses. These courses must be completed during a single semester and are, generally, one to two credits each.

University of Missouri, Kansas City

The PACE Program at UMKC is an interdisciplinary bachelor's degree program in which courses are arranged into 12-credit hour blocks. Students enroll for semester blocks, not for individual courses. The distribution structure is as follows: 21 hours of humanities, 21 hours of social sciences, 21 hours of natural sciences and 36 hours of upper division courses.

The course titles are listed below.

Block I: Conflict and Society (Social Science)

101	Studies in Domestic and International Conflict (TV)
102	Social Conflict (weeknight)
103	Conflict & Competition in Politics and Economics (weekend)

Block II: Struggles Between Good and Evil (Humanities)

101	The Many Lives of Dr. Faust (TV)
102	Ethics and Literature (weeknight)
103	Culture and Values (weekend)

Block III: Life on Earth (Science)

101	Changing Life on Earth (TV)
102	Principles of Life Sciences and Mathematics (weeknight)
103	Applications of Life Sciences and Mathematics (weekend)

Block IV: Energy & Technology in the Modern World (Interdisciplinary)

201	Energy, Technology and Society (TV)
202	Energy Science (weeknight)
203	Social, Economic & Political Influences on Energy (weekend)

Block V: Liberalism, Industrialism & Technology (Interdisciplinary)

201	Work, Labor and Society (TV)
202	Liberalism and the Technological Society (weeknight)
203	Political and Social Aspects of a Technological Society (weekend)

Block VI: The Individual and Society (Social Science)

301	Varieties of People and Society (TV)
302	Power and Authority (weeknight)
303	Social and Political Control (weekend)

Block VII: Individuality Through the Ages (Humanities)

301	Patterns of Rebirth (TV)
302	Literary Treatments of Individuality (weeknight)
303	The Individual in Art and Philosophy (weekend)

Block VIII: Our Physical World (Science)

301	Scientific Approaches to the Physical World (TV)
302	Concepts of Chemistry, Earth Sciences, and Astronomy (weeknight)
303	Applications of Physical Sciences (weekend)

Block IX: From Birth to Death

401	The Natural Life Cycle (TV)
402	Literature and Life Sciences (weeknight)
403	Stages of Growth (weekend)

Block X: Creators of Change

401	The Creative Source: Concepts and Actions (TV)
402	Turning Points in the History of Ideas (weeknight)
403	Major Intellectual Developments in Western History (weekend)

The reader should note the close integration between the new PACE-UMKC curriculum and that of PACE-Longview.

Some Faculty Attitudes on Curriculum

In order to understand something of how faculty are responding to these new curricula, a "Survey of Faculty Attitudes Form" (SFA) was developed for self-administration. In the Spring 1981 term, the faculty associated with TEP programs at Brockport State College, Buffalo State College, Longview Community College, Cleveland State University and Minneapolis Community College were asked to complete and return this form. In all, seventeen faculty members responded. (The forms from the Buffalo State faculty were not received in time for inclusion in this report.)

The form was designed to solicit faculty attitudes toward curriculum, the students and questions of organization. In considering these faculty reactions, it should be borne in mind that the programs surveyed differ significantly in terms of both the number of faculty involved in each and the length of time each program has been operational.

Regarding curriculum, the faculty were asked to evaluate numerous aspects of the workshop, conference and television courses. Given its uniqueness, television will be dealt with in a separate section of this chapter.

We have already seen in the previous section that the curricular plans of TEP programs vary considerably around the original model. In the SFA form, faculty were asked to describe the origins of their workshops; that is, they were asked if these workshops were pre-existing courses now offered through the program, pre-existing courses especially adapted to the program, or wholly new courses created for the program. Most of the respondents stated that their workshops were either adaptations (N=6) or new designs (N=7), as opposed to non-adapted pre-existing courses (N=5).

Faculty were also asked to describe the relationship between their workshops and the students; that is, they were asked to comment on how their courses took into account at the intellectual or pedagogical levels the students as types (e.g., adults, workers, minority group members, women, persons without previous college experience, etc.).

The results of this question were too varied for detailed analysis. In general, however, the comments do indicate an effort on the part of these workshop instructors to fit their courses to the students, with the most common reference being to the maturity of the students: "many or most of them have skills and experience that I lack," "I expect from the students as adults independent effort and results," "content assumes experience and maturity to deal with controversial material without feeling pressure to adopt any particular view (espoused) by an older and more prestigious person."[*]

Of the faculty members responding, twelve had been involved in teaching one or more conference courses. Three others were engaged in designing a conference course which had not yet been held at the time of the survey. Two were not involved in such courses in any fashion.

Asked to rate the conference course in terms of organization and content, eleven of the twelve conference-experienced faculty responded in the following manner:

	Excellent	Good	Fair	Poor
Organization	5	5	1	0
Content	5	6	0	0

Next, faculty were asked for specific comments on "any major organizational or intellectual problems" arising from the course. With the exception of one reference to the question of who will handle instruction for conference courses, the faculty who responded to the question focused on intellectual problems. Specifically, comments clustered around the problem of intellectual unity, both of the conference course itself and between it and the television and workshop courses. A related problem mentioned was that of evaluating the work of the students involved in such a non-traditional course delivery mode.

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[*] Throughout this chapter, quotation marks distinguish different speakers.

C. Television

The To Educate the People telecurriculum consists of twelve term-length courses created by the faculty of the Weekend College Program at Wayne State. Since this telecurriculum is a most unique aspect of the model curriculum, is a common component around which local adaptations are occurring, and carries with it some potential problems, it deserves consideration beyond that offered in the previous subsection. Hence, the following paragraphs will describe this curriculum briefly, report on its actual and projected usage within the operational Consortium, offer some faculty reactions to the telecurriculum, and comment on plans for its further development.

The total telecurriculum consists of the following courses:

1. "The Quality of Life." This is a fifty-five half-hour course based on Maslow's theory of the "hierarchy of needs" and the concepts of folk, mass and classical culture.
2. "The Lives of Dr. Faust." A fifty-five half-hour course which explores how the meaning of the Faust legend and the form of its presentation over time and distance has evolved. The underlying concept is "arts of the imagination" and how one theme of the imagination becomes folk tale, village puppet play, novel, opera, and so on.
3. "American Mosaic." A fifty-five half-hour course on American cultural history from the perspective of the cultural groups comprising American society.
4. "Patterns of Rebirth." A fifty-five to seventy half-hour course which examines the concept of rebirth and the cultural forms of the major world societies to explore how the theme is used and what it means.
5. "Culture, Community and Identity." A fifty-five half-hour course which explores group and individual cultural experience both historically and in terms of contemporary policies and conditions in the U.S. and abroad.

6. "Work and Society." A fifty-five to seventy half-hour course which examines the concept of work throughout history and current issues of work as they affect workers, unions, employers, consumers, government and society as a whole.

7. "Domestic and International Conflict." A fifty-five half-hour course on the biological, social and psychological elements of conflict and its resolution in various societies and their dynamics from the individual to the international level.

8. "Varieties of Man and Society." A fifty-five half-hour course which examines the process of individuation and urbanization, from folk to urban society. This series introduces the student to theory and method in the social sciences and the importance of theory and method in understanding other people.

9. "Values, Technology and Society." A fifty-five to sixty-five half-hour course on the impact of technology on various societies, value systems and issues and presents a history of science and technology from the caveman to the Club of Rome.

10. "Energy, Technology and Society." A fifty-five to seventy half-hour course which uses the energy issue to explore physics, applied physics, concepts of science and mathematics, computers and some policy implications of energy usage.

11. "Changing Life on Earth." A fifty-five to seventy half-hour biology course on evolution and the environment and related technical and social issues.

12. "Play and Leisure." A fifty half-hour course which examines leisure and play as important foundations of culture, from social forms of play to the playful dimension of art and philosophy.

With the exception of Wayne State, of course, not all of these courses have yet been utilized by Consortium members. The table below indicates which programs have used which courses at least once.

	BUF	BRO	LGV	MIN	CLEV	ED	CAL	TAMPA
Quality	X							X
Faust	X	X	X					
Mosaic								X
Play			X	X				
Rebirth				X				
Culture	X	X		X	X		X	
Work	X	X	X		X			
Conflict			X					
Varieties								
Values								
Energy			X					
Life	X		X			X		

This television curriculum, created by the faculty in Detroit, implicates other faculty in a most difficult form of team teaching; that is, these other faculty members are simultaneously confronted with instruction via the unfamiliar mode of television and in teaching courses in which they had no developmental role. To understand something of how faculty are reacting to the television curriculum, the Faculty Attitude Survey included a number of items relating to television course content and ancillary materials.

The faculty were asked to evaluate the TV series with which they were familiar in terms of: 1) the appropriateness of the intellectual level of the courses, 2) the coherence of the organization of the series, and 3) their own general reaction to the ideas discussed in the courses.

Regarding intellectual level, the table below illustrates faculty evaluation of this aspect, grouping together their responses regardless of the particular series to which they were referring.

	N
Too elementary	1
Appropriate	9
Too advanced	0
Mixed Levels	6
No response	1
	17

Regarding the "mixed levels" category, these faculty evaluated the courses as generally appropriate, but too advanced in parts.

The second aspect of television survey was organization; that is, "does the series appear to be coherent and well-organized, or not?" Most of the respondents rated the organization positively (N=10). There were two respondents from the College for Working Adults who complained of disorganization, but the wording of their comments seemed to indicate that their negative reactions were attributable to the re-sequencing and shortening of TEP series at that institution to fit its more limited broadcasting schedule.

Three other faculty members offered negative comments on series organization: "tends to try to cover too much material but is generally well organized," "disorganized..," "a lot of repeat issues...too dry." Two respondents offered no comments.

The third aspect of television surveyed dealt with faculty members' reaction to the ideas presented in the courses. They were asked if they found themselves to be "in general agreement with the ideas of the course, occasionally in strong disagreement, totally opposed, etc."

Ten faculty reported themselves as being in general agreement with the ideas of the TV courses they were teaching and offered little or no additional comment. Six faculty offered negative remarks: "they (the programs) aren't as good as they could or should be...", "while it professes to be objective and open-minded, it frequently projects a 'hidden agenda'," "general agreement, but sometimes strong disagreement... course could be revised and updated," "there are not very many really important ideas in this course," "while I support personally the ideas in both courses, students are opposed to the one-sidedness of some... tapes," "in general agreement, but would like to see more objectivity."

Asked to evaluate the usefulness of the readers and study guides associated with the television courses, the responding faculty offered mixed reviews. Eight faculty evaluated the readers positively (e.g., "ok," "very good," "excellent," etc.), while eleven so evaluated the study guides. Critical comments for both readers and guides were generally recommendations that they be re-edited and more closely organized around the content of the programs.

The Consortium, then, has reached a point where many faculty from diverse institutions have concrete experience with the telecurriculum developed at Wayne State. Consequently, an Organizing Committee for TV Development has been formed, coordinated by Dr. Michael Daher, a co-faculty producer of the Play and Leisure series. Faculty from programs around the country will begin meeting in Summer 1981 to evaluate the telecurriculum in light of their own experiences and begin the revision of the existing curriculum, which, it is hoped, will lead to the development of a new telecurriculum based on the national experience.

D. Student Reactions

As part of the "Survey of Faculty Attitudes," respondents were asked to report their perceptions of student reactions to the curriculum and to evaluate the students along a number of dimensions.

Regarding their perceptions of student reactions, the responding faculty were asked to offer a general rating of how the students they were instructing reacted to the television and conference components of the curriculum. For obvious reasons, faculty were not asked to rate how students were reacting to their own workshop courses.

Asked to "rate the overall student reaction to the (television) course," eleven faculty rated student reaction as favorable (e.g., "good," "positive," "very favorable," etc.), and five thought the overall student reaction to be mixed or less than favorable. Asked to rate their overall reaction to the conference course, the reported faculty perceptions here are quite similar to their own ratings for the conference courses; that is, all conference-experienced faculty perceived student reaction as very positive: "very good," "good," "generally positive," "good," "positive," "good," "fair to good," "excellent," "very positive," and "enthused."

The student qualities which the faculty were asked to evaluate were: 1) intellectual level, 2) language and mathematical skills, and 3) motivation. Since the evaluations which the faculty offered are rather remarkable, I will not group them into categories, but simply report them verbatim.

The request to evaluate the students in terms of intellectual level produced the following results:

From Brockport State College: "Higher than typical college student on the average, for we are still drawing from the most interested of the current population of working adults in Rochester and its surroundings," "Superior," "Considerable variation, but slightly better than average 18-22 year old college students."

From Longview: "Average and somewhat above," "Significantly higher -- perhaps because they are more self-selected," "Above average," "They are equal... Have a wide range of ability just as traditional students do."

From Minneapolis: "Better," "High in both my classes...The critical skills were especially high in my Eng 101 off-campus class, which is mostly minority students." "Much more practical and critical (in a positive sense) than the students I had at the University (of Minnesota) ...Their contact with the 'real world' has been much more intense than the entering freshmen," "Superior, or as good," "Much more motivation... willing to take risks with material.... Intellectually more alive, more interesting than the day students...Read more quickly, question deeply," "Good to better," "The students vary by location...At the Honeywell and Normandale their skills are superior...At the Northeast Library their skills are about at the level of the average community college student."

The area of language skills is a source of concern in higher education generally. Since the programs of the Consortium have identified blue-collar and low status white-collar workers as their proper constituency, and appear to be successful in recruiting such worker/students, there is an understandable curiosity as to how well prepared such students are in terms of reading and writing abilities.

The faculty were asked to respond to the following question: "How in your opinion do the students of this program compare to other students you have taught at this institution in terms of language (or mathematical) skills?" Of the responding faculty members, the majority offered a positive evaluation of their students.

In general, the faculty gave the TEP students a higher rating in language skills than for their on-campus students.[1] From Brockport: They write better than my usual students, but probably read slower," "Superior," "Considerable variation, but slightly better than average 18-22 year old college students."

From Cleveland State: "Write better, speak not as well, make progress in both speaking and writing much faster."

From Longview: "Average in language/skills," "more articulate...Their reading and their writing is more fully informed by much wider experience... Reading, writing and discussion is more often related to significant thought processes...Some students lack skill with standard English usage, but no more than recent high school graduates," "Above average for college level," "They are equal to traditional students."

---

[1] A few faculty offered "ditto" to questions following the first on intellectual level. Thus, their first response is repeated here under language and motivation.

From Minneapolis: "Better." "Language skills were high in my campus (TEP) class due to ethnic make-up." "Language skills generally compare favorably with freshmen at the University of Minnesota which I have had experience teaching for about four years." "Favorably." "I am currently teaching in a day program also. CWA students more verbal, better verbal skills, but maybe 15-20% need to improve writing skills. Often this happens during two terms." "Good. Out of two classes of 25-30 students, have had only 1-2 students a term who have needed any remedial help in reading and writing." "It varies by site. At Honeywell and Normandale their skills are superior. At Northeast Library their skills are about at the level of the average community college student."

Although the students being attracted to TEP programs appear, for the most part, to have the necessary basic skills of college-level work, programs will confront the problem of developing language and mathematical skills for some of the students. The next section covers this topic.

E. Skills Development

The question of skills development is of concern today throughout academia. Given that the TEP Consortium has targeted as its major clientele blue-collar workers and low status white-collar workers, it might be wondered what the various programs are doing in this particular area. What, in fact, the programs are doing varies widely. This section only suggests some of the efforts taking place.

To begin with -- and this might be surprising to anyone who had not read the empirical studies of Chapter 3, or the faculty comments reported earlier in this chapter -- the programs are not in a panic over being inundated by students who lack the basic language and mathematical skills necessary for college-level work.

For example, at PACE-Longview, no developmental courses are offered, nor are any projected. Students being attracted to the program are testing out at the 13th level. Students who do have problems, however, are referred to a tutor. Similar experiences are reported from elsewhere in the Consortium. Two different strategies for skills development should be presented here.

The College for Working Adults began with a very strong emphasis on skills development. Various testing instruments were secured and administered to every new student. It occurred, however, that about 90% of the students scoredat level 13, or better. For this reason, but perhaps also due to problems involved in a series of leadership changes which occurred, these early efforts were placed in abeyance for the Fall, 1981 Quarter.

By that time, however, the program was attracting a more heterogeneous clientele, whom the Director described as "more like the regular students at Minneapolis Community College." Consequently, in the Spring 1981 Quarter, the program fielded a special workshop-TV-conference package with a special emphasis on skills development utilizing substantive materials of the sequence.

Plans are currently underway to return to a systematic assessment routine, including a three-day turn around of graded tests. Students experiencing problems will be contacted by a counselor and advised to enter a special Social Science workshop (with TV and conference attached). The plan calls for one out of every fifteen fall workshops to emphasize language skills. It is the policy of the College that students would have to volunteer for such a course.

The Extended Campus College of Cleveland State has devised a very innovative approach to skills development which fulfills the C.S.U. Freshman English requirement.

The program has assigned to it a writing specialist (one-half load) who employs a three-part, developmental approach extended over six quarters. For one, the writing specialist meets with individual faculty members at the beginning of each term. Together, they review the instructor's syllabus to determine which written course assignments might also be suitably regarded as an English assignment.

Further, the writing specialist supervises a self-instruction package of rhetoric and essay texts, assigning from them particular readings and exercises and identifying essays which the student will use as a model while actually executing a substantive written assignment from the workshop instructor. These assignments are graded by both the workshop instructor and the writing specialist.

The third element of the approach involves the weekend conferences, with each such weekend having 1½ hours set aside for skills development. Students new to the program spend their first weekend's skills period becoming oriented to the library. Experienced students spend the first weekend per quarter going through library research exercises oriented toward the topic of the conference, resulting in another graded English experiment.

On the second weekend of the quarter, students meet in groups with the writing specialist for 1½ hours. The specialist, it should be mentioned, also visits each workshop at least once a quarter.

In terms of credits, this two-year program is credited at two hours for the first introductory quarter, one hour for the following four quarters, and two credits for a final, sixth quarter which also involves an English research paper.

It is the intention of E.C.C. to implement during 1981-82 a similar developmental approach for mathematics.

As the Consortium's current programs gain experience and as new programs in new locations start-up, the population served should become more heterogeneous and the different skills development strategies more numerous. As a closing item here, it might be noted that Dr. Frank Capuzzi of New Jersey Educational TV is currently studying the feasibility of a skills development telecourse for the Consortium.

E. A Note on Serendipity

As in any new and complex venture, the ramifications of the introduction of the TEP humanities-based curriculum upon host institutions, the clientele, and the humanities, is a subject for extended study, and this report is intended to mark a beginning to such a study. While it may even be too early to present a satisfying overview, it is not too early to suggest some perhaps unexpected outcomes of this event for the humanities. The next few paragraphs offer some anecdotes in this regard.

When persons of long experience and expertise in the humanities think of blue-collar workers and low status white-collar workers in some physical setting, they generally do not conjure up images of museums, art galleries, theaters, and the like. And in terms of probability of occurrence, such images would be uncalled for. In Brockport, New York, however, Professor of Theater, Dr. Michael Voss, reports that worker/students of the PACE-Brockport program are leaving their factories and filing cabinets and turning up in museums, art galleries and theaters -- and not always for credit! Professor Voss, who teaches "Introduction to Fine Arts" at PACE, relates that he and his colleagues had first expected the students to be stand-offish to a syllabus designating trips to art galleries, dance presentations, "arty" films, and discussions with practicing artists. He feels, however, that even to articulate disfavor is to begin a communication.

Professor Voss' expected outcome never quite materialized. Instead, he says, these worker/students from UAW Local 1097 and the clerical offices of General Electric became, in fact, enthused. Students now bring their spouses and children to plays and other cultural events held on conference weekends. Further, this enthusiasm leads many students to attend events on their own, just for the enjoyment. The Theater Department at Brockport is very pleased that Voss' course is building an audience for the Brockport Theater. By introducing the students personally to cultural leaders and events in the Brockport-Rochester area, Professor Voss feels he is strengthening cultural life locally, and the humanities generally.

An integrated humanities-based curriculum, wedded to a delivery system which makes sense in terms of the lives of adults can also alter the manner in which humanistic knowledge is delivered. At PACE-Longview, for example, Mr. Don St. Clair, Director of PACE and a philosopher, recently offered a course on ethics which involved transporting 130 students to the State Legislature in Jefferson City to hold a conference course in the chambers. Lawmakers discussed with the students ethical problems in the legislative process. Students and faculty are now planning another ethics course -- this time in Washington, D.C.

The faculty at PACE-Longview was also a bit surprised at some of the wider interests which developed among students after experience in the program. In a survey of interests following the development of an international studies and French language block for a travel-study program in France, results indicated a strong interest in German and Chinese language courses. PACE is currently collaborating with a faculty member at Johnson County Community College who teaches Chinese to prepare such a course for PACE.

As a final note on unexpected outcomes at PACE-Longview, some of the students have been meeting with an instructor in a course on creative writing -- for no credit -- just as a result of the exposure to PACE's Humanities and Advanced Humanities blocks.

At the College for Working Adults in Minneapolis, one of the chief problems facing the program is the high cost of air-time. With the introduction of their Humanities telecurriculum, the program began to run two series a quarter in the time-slots formally allotted for just one series. Consequently, since the program must meet contact-time requirements, it was necessary to find additional material.

In addition to viewing the TEP TV programs, students must also engage in 7-13 hours of alternative activities. For the Humanities division, this has led these working adult students into a variety of previously unexplored areas and unexperienced art forms, including film nights at the College, attendance at Minneapolis' Guthrie Theater (free tickets), and trips to museums, art galleries and other cultural institutions.

The Extended Campus College in Cleveland collaborated with the United Labor Agency to co-sponsor a presentation of "Railroad Bill" by the American Labor Theater. The program contributed funds and cooperated in promotion activities for the event, which was held on-campus. Indeed, some of the program's conference speakers contributed their honoraria to the effort.

Next winter, E.C.C. will incorporate a Shakespeare conference to be held in Cleveland into its own humanities conference offering.

At Metropolitan Life Insurance Co.'s southeastern headquarters in Tampa, company officials, including Mr. Thomas De Cesari, Vice President for Employee Benefits and Mrs. Joanne Brooks, Personnel Manager, are actively assisting the University of South Florida's TEP program in bringing a humanities-based college curriculum to the workers at Metropolitan Life. The company has actively assisted in the recruitment of students and offers classroom space gratis. For half of the 52 students enrolled from Metropolitan, this is their first experience in college.

The same kind of experience is occurring elsewhere: Honeywell, Inc.; General Mills, General Electric; Michigan Blue Cross-Blue Shield. Anyone experienced in assisting students attempting to qualify for tuition reimbursement from their employer knows that many employers will not reimburse for courses in the humanities and that many present great obstacles to student/employees attempting to enroll in a general studies curriculum. One imagines the message which this sends to employees regarding corporate opinion of the humanities. The links with major corporations which Consortium members are developing are producing in this area a very valuable unexpected outcome for the humanities.

5. Survey of the Outreach Effort

A. Introduction

One of the most critical functions of the Consortium is its efforts to inspire new TEP programs across the country, to establish genuine relationships with the principal representative of the students of TEP programs -- the American labor movement -- and to further the general social and educational ideas of the Consortium by establishing alliances with other academic efforts here and abroad.

This section reports on an on-going attempt to study and document the TEP Outreach Effort. There are two parts to this effort. The first is a series of workshops being held in Detroit and on-site seminars being led by TEP consultants across the country. The second is a telephone survey conducted by TEP staff members involving some 70 institutions with whom the Consortium is in contact. These efforts, sponsored by an NEH grant amendment, will not be complete until the expiration of that grant. At that time, a final study will be presented. Still, it is possible to suggest the status of the Outreach Effort and that is the intention of this chapter.

The concept of outreach, as applied to the creation of new TEP programs, is considered in terms of four phases, or stages, of development.

Phase I identifies a site at which the idea of a TEP program is under review. This is an exploratory phase in which the principal actors study materials on the model, send observers out or receive consultants.

Phase II identifies a site which, having reviewed the model and passed a favorable judgment, is now at the point of actively considering the feasibility of a TEP-type program. These activities might include distribution of internal reports, surveys of available resources, market surveys and workshops for faculty, administrators, labor and community groups.

Phase III identifies a site which, having determined the model feasible, enters a planning stage directed toward start-up. Activities here might include decisions on curriculum, degree requirements, organizational structure, securing participation of unions, broadcast time, etc.

The final phase, Phase IV, identifies an operational site. Here the curriculum has been approved, the degree secured, faculty assigned, grants received and the program has begun to offer classes or is awaiting the start of the next semester to begin offering classes.

Certainly the distinction between these various phases is not always clear and even well-informed observers may differ in assigning a particular site to one phase or another (with the exception of Phase IV). As a rough classificatory system, however, it does allow one to get a handle on a very complex event.

From discussions with TEP field consultants and returns from telephone interviews, it appears to this writer that the institutions with whom the Consortium Outreach Effort is in contact may be distributed across the four phases as follows below.

PHASE IV

State University College, Buffalo
State University College, Brockport
California State College
Edinboro State College
West Chester State College
Cleveland State University
Longview Community College
Minneapolis Community College
University of Wisconsin, Oshkosh
University of Missouri, Kansas City
Wayne State University
University of South Florida

PHASE III

City College of New York
LaGuardia Community College
University of Oregon, Eugene
California St. Univ., Dominguez Hills
San Diego, Imperial C.C.C.A.
Kutztown State College
State University College, Cortland
California State, San Jose
Athabasca University
New Jersey System

PHASE II

University of Cincinnati
Delaware Community College
Washington State System
Webster College
University of Southern Maine
School for Lifelong Learning, New Hampshire
Albany, Georgia
Mundelein College
Chicago Higher Ed. Consortium
Wayne County College
University of Wisconsin, Greenbay
Pueblo Community College
Marshall University
Ramapo College of New Jersey
Bunker Hill Community College

PHASE I

Grand Valley State College
University of Louisville
Virginia Commonwealth University
State University of New York,Albany
University of Wisconsin, Milwaukee
Southern Ill. University, O.U.
Jackson State College
University of Arkansas, Little Rock
Bowling Green University
American University
University of D.C.
University of Massachusetts, Boston

Based on the above distribution, Map I, below, illustrates the current state of the Consortium in terms of Phase IV sites. Map II illustrates a reasonable projection of the state of the operational Consortium by January, 1982. Finally, Map III illustrates a projection of the state of the Consortium if, and when, current Phase II programs convert to either Phase III or IV by Fall, 1982 (see next page).

While the survey of the Outreach Effort will not be completed until September, 1981, the remainder of this chapter presents a series of brief statements regarding the operational Consortium, followed by some descriptive material regarding a number of the Phase I, II, and III sites. While this material hardly does justice to the intricacies of the plans and activities occurring within outreach sites across the countries, it does serve to give the reader a greater sense of concreteness than a listing of institutional names.

FIGURE 1: Operational Consortium: 1980-81 (12 sites)

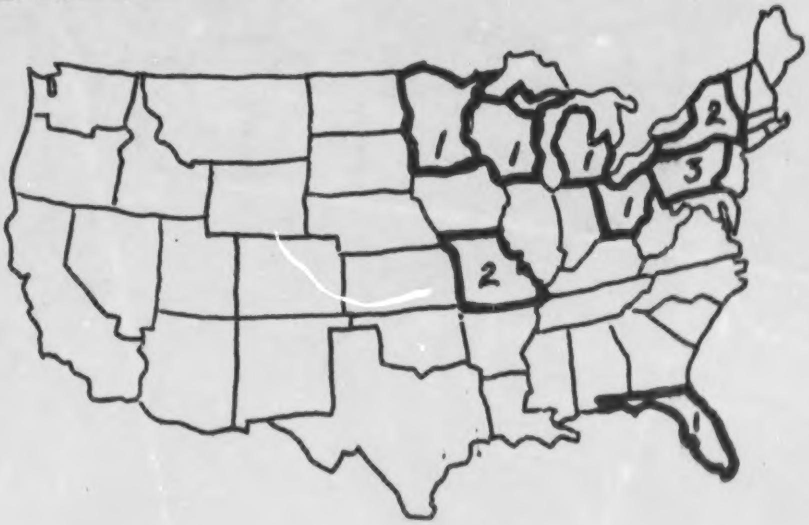


FIGURE 2: Projected Operational Consortium By January, 1982 (24+ sites)

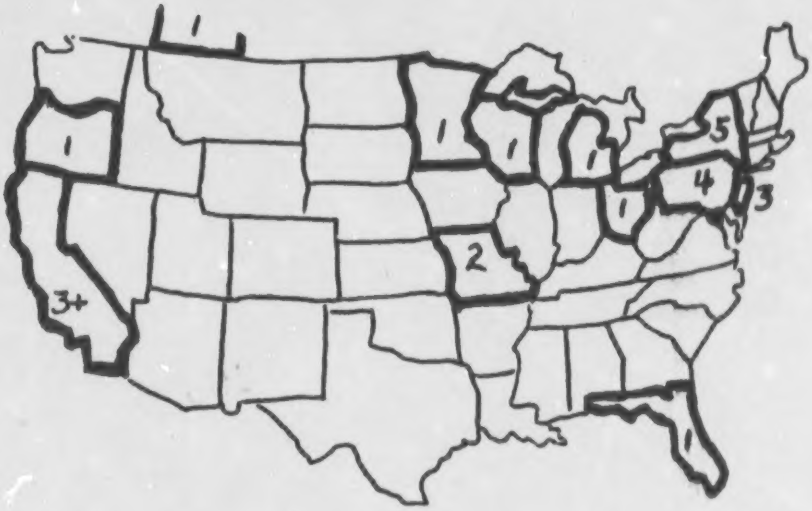
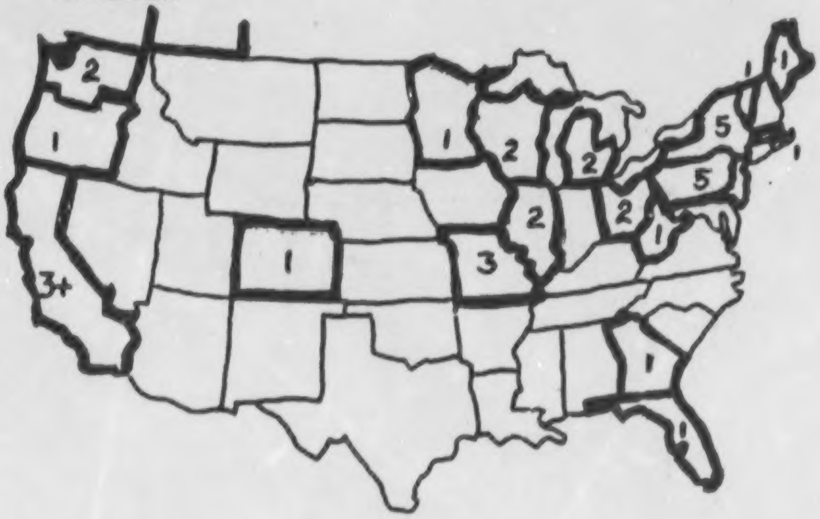

1
1
1
1
1
5
4
3
1
2
3+
1

FIGURE III: Potential Phase III, IV Consortium Sites By Sept. 1982 (39 sites)


2
1
1
2
2
1
5
1
2
5
2
1
3+
1
3
1
1

B. Phase IV (Operational) Programs

State University College, Brockport. The PACE-Brockport program began operation in January, 1980 under the directorship of Dr. James Newton. of the Department of Geography. The SUNY faculty union, the Union of University Professionals, was instrumental in the establishment of this program. Dr. Newton was given initial assistance through a modest FIPSE grant awarded through the Consortium.

As Director of PACE, Dr. Newton reports to Dr. Charles Clevenger, Dean of Special Programs. The program is an optional path to the Bachelor of Arts in Liberal Studies and currently enrolls thirty-five students, generating over 270 credit hours.

Workshops are held at several off-campus locations: UAW Local 1097, Gates Public Library in Rochester, and General Electric Company in Brockport. Its telecurriculum is broadcast over WHEC, Channel 21 (PBS) and Peoples' Cable.

The principal participating faculty members are: Dr. Heda Martens, Foreign Languages; Dr. Robert Potter, Dept. of Sociology; Dr. Ira Schwartz, Department of Music; Dr. Earl Smith, Afro-American Studies; and Dr. Michael Voss, Theater.

While the program continues to develop relationships with labor and business, it has enjoyed the early support of UAW Local 1097, Mr. Ronald Bogg, President. The Education Director of the Local, Ms. Nancy DeCamp, also sits on the program Curriculum Planning and Development Committee.

General Electric has been particularly helpful in disseminating recruitment information on the program and is offering free classroom space.

State University College, Buffalo

The PACE program of Buffalo -- the first operational TEP model -- is under the guidance of Dr. Lee Sneider of the Philosophy Department, with reportage to Dr. Stetar, Dean of Graduate Studies, Research and Lifelong Learning, and in cooperation with Dr. Robert Stephens, Director of Continuing Education.

The program was assisted in its initial phases by grants from the National Endowment for the Humanities and the Fund for the Improvement of Postsecondary Education. The SUNY faculty union -- the United University Professionals -- was most instrumental in establishing the program. PACE-Buffalo is also the Telecourse Dissemination Center for the Consortium. The T.D.C., through the assistance of Dr. Richard Forsey and Dr. H. Gene Steffen, handles duplication and distribution of TEP TV courses, books and study guides.

The program offers the Bachelor of Science in General Studies degree, currently enrolls about 150 students, and broadcasts over WNED-Buffalo.

California State College

The PACE program of California State College began operation in fall, 1980. The Director is Dr. John Folmar. The program is one of the first three

Pennsylvania institutions which began classes in 1980-81. These programs received initial assistance from a FIPSE grant awarded jointly to the State system and the Association of Pennsylvania State College and University Faculty (APSCUF).

As Director, Dr. Folmar reports to the Dean of Continuing Education. The curriculum fulfills general education requirements for several degrees. Currently, 75 students are enrolled, most of whom are union members.

The program uses the three-mode delivery method. It has fielded courses at a nearby hospital for nurses and is pursuing additional sites for fall.

Edinboro State College

The PACE-Edinboro program began operation in the fall of 1980 under the directorship of Dr. David Cooper of the Department of History. The faculty unions of Pennsylvania and SUNY, as well as the Detroit offices of the Consortium, were instrumental in the establishment of the program. Dr. Cooper participated in a FIPSE grant awarded to Pennsylvania colleges and faculty through the Consortium.

As director of PACE, Dr. Cooper reports to the Dean, Division of Continuing and General Studies. The curriculum fulfills general education requirements leading to various Associates and Baccalaureate degrees.

PACE-Edinboro currently enrolls fifty students, generates 450 semester hours and approximately 60% of these students are full-time.

Workshops are held at the Holiday Inn in downtown Erie (population: 200,000), and the AFL-CIO Building in Meadville (population: 40,000). The telecurriculum is broadcast over WQLN (PBS).

Edinboro State faces a number of severe problems. It has suffered large enrollment losses and now has the lowest faculty-student ratio in the state system. Thus, the host institution is particularly interested in the success of this program. The Director, who also monitors minority recruitment and retention at Edinboro, hopes to achieve a Fall 1981 enrollment target of 60 FTE. Finally, the Director reports that all of the current students are unionized, blue-collar workers.

Cleveland State University

The Extended Campus College program began operation in late 1980 under the directorship of Dr. Elizabeth MacAndrew of the Department of English. The Detroit office of the Consortium was instrumental in the establishment of the program which has also received a FIPSE grant through the Consortium and the Cleveland Foundation.

As Director of ECC, Dr. MacAndrew reports to the Dean of the College of Arts and Sciences. The curriculum is an optional path to an Interdisciplinary Social Science degree, and other degrees are under consideration. The ECC currently enrolls thirty-six students, generating

432 quarter hours. All students are full-time (12 credits).

Workshops are held at the East Cleveland Public Library and UAW Local 1005 in Parma, Ohio. The telecurriculum is broadcast over WVIZ (PBS).

The participating faculty and staff are: Dr. Melvin Dimmer, History; Dr. Butler Jones, Sociology; Dr. Frank Marzocco, Psychology; Dr. Jim Peterson, Social Services; and Mr. William Otten, ECC Recruitment.

This program, which is patterned after the TEP model very closely, places a strong emphasis on language and mathematical skills through an elaborate, six-quarter length developmental approach. The program also emphasizes recruitment of workers and minority members and employs a former autoworker (BA, Antioch) to this end.

Longview Community College

The PACE-Longview program began operation in September, 1979, under the directorship of Mr. Don St. Clair, Dept. of Philosophy. The program was assisted in its early phases by the Detroit offices of the Consortium and Dr. John Aiken, of the United University Professionals (SUNY). The program received initial funding from the National Endowment for the Humanities and the Fund for the Improvement of Post-Secondary Education.

As Director of PACE, Mr. St. Clair reports to Dr. Aldo Leker, President of Longview. The program is an optional path to the Associate of Arts degree. It currently enrolls 300 students, generating about 3,000 semester credits (250 FTE).

Workshops are held at many off-campus locations: John Knox Village (for retirees); P.U.S.H. Headquarters in downtown Kansas City; Guadelupe Parish; Communications Workers Union Hall; Lee's Summit Hospital; Kansas City United Labor Council; UAW Local 94; Heavy Construction Workers Local 663; Service Workers Hall; AFGE Offices; the Kansas City I.R.S. Building and the Raytown YMCA. Its telecurriculum is broadcast over KCP-TV and WDAF.

The principal participating faculty members are: Dr. Sarah Evans, PACE Coordinator; Luis Flores, Bud Yazel, Thomas Page and Lloyd Daniels, Social Science; Fred Whitehead, Pat Breed, Ted Otteson, Robert Pest and Katie Rayner, Humanities; Daniel Kiple, Elmo Law, James Gilbert, Philip Standlea, and Dolores Meyer, Science.

This program has enjoyed both phenomenal enrollment growth and very strong support from Kansas City labor leaders and minority leaders, as well as elected officials.

Minneapolis Community College

The College for Working Adults at Minneapolis Community College began operation in the Winter Quarter, 1980. Its current Director, Dr. Larry

Litecky, was former Curriculum Coordinator for the program. The program received initial support from the National Endowment for the Humanities and the Busch Foundation.

As Director, Dr. Litecky reports to the Dean of Instruction. The program has been awarded divisional status at MCC. The curriculum currently enrolls 397 students, from an original enrollment of 160. Of these 397 students, 380 are enrolled full-time, the remainder carry 8 hours.

The workshops are offered on campus and at locations scattered across the Twin Cities area, including the North American Indian Center and Honeywell, Inc. The telecurriculum is broadcast over local PBS, KTCA. The CWA has been discussed with other institutions in the region, both to assure the transferability of its credits (which has been accomplished) and to help disseminate the TEP model. These others include University of Wisconsin, Metro College and Augsburg College.

University of Missouri, Kansas City

Faculty and administration at the University of Missouri, Kansas City (UMKC) have long been in contact with the Consortium. One of the principal figures in this contact has been Mr. Don St. Clair, Director of the Longview PACE Program.

The UMKC adaptation of the TEP curriculum model has been sanctioned by appropriate committees and the program is embarking on a two-plus-two cooperative plan with PACE-Longview. The program has been aided in its start-up phase by a FIPSE grant through the Consortium.

According to the Director, Dr. Gregory Black of the College of Arts and Sciences, the program is conducting an intensive summer workshop to familiarize the faculty with the new curriculum and structure. These faculty will be teaching in the next semester on an in-load basis. Further, the program has launched a rather sophisticated publicity effort and predicts an enrollment of 120 students.

University of Wisconsin, Oshkosh

The Bachelor of Liberal Studies program at the University of Wisconsin-Oshkosh was established in 1979. Its Director is Dr. Robert Chaffin, formerly of Program Development and the Dept. of History. The program recently received a FIPSE grant through the Consortium.

As Director, Dr. Chaffin reports to the Assistant Vice Chancellor. The program currently enrolls 120 students. The students are enrolled for an average of 11 hours per semester.

The BLS curriculum is offered on-campus and entirely on weekends. The program recently tested telecourse usage through the Fox Valley cable system which is received by 25,000 homes in the area. The series aired was Changing Life on Earth (BIO).

University of South Florida

The To Educate the People program of USF began operation in late winter of 1981. Its current director is Dr. Richard Taylor, Philosophy. The program received extraordinary assistance in its implementation from the United Florida Faculty, the State AFL-CIO, as well as the TEP Detroit office. It received financial assistance from the Consortium in the form of a FIPSE grant.

As Director, Dr. Taylor reports to the Director of the School of Continuing Education. The curriuclum leads to a B.A. in Interdisciplinary Social Science and currently enrolls fifty-eight students. An enrollment of 200-250 is expected for Fall, 1981.

Workshops are held at the southeastern headquarters of Metropolitan Life Insurance and the Seminole Electric Cooperative. The telecurriculum is broadcast over WUSF (PBS).

The principal participating faculty and staff are: Dr. Richard Taylor, Philosophy; Dr. John Iorio, English; and Mrs. Doris Weatherford, Community Liaison for the program.

The unique history and broad implications of this program deserve special comment. The TEP received strong support from the United Labor Agency of the Florida AFL-CIO. Together, TEP and ULA entered into agreements with the University of South Florida (an arm of the Florida State Board of Regents), which included the award of a FIPSE grant. The USF has provided very significant financial support for the program, supplemented by TEP support, via the ULA, and the ULA itself has provided assistance.

The program is in contact with Florida International University, University of North Florida, Florida Junior College, University of Florida and Albany State College (Georgia). It is clear that these other institutions view the adoption of the TEP model at USF as a test case which, if successful, may result in the spread of the model throughout the Southeast Region.

West Chester State College

The PACE Program of West Chester State is the third Pennsylvania TEP program to become operational. Its Director is Dr. Michael Montemuro of the Department of Mathematics, with reportage to the Dean of Continuing Education.

The program has completed the curriculum review process for a liberal studies program leading to an AA or AS in Liberal Studies or BA or BS in Liberal Studies.

Classes will begin in the Fall, 1981. Currently, the program is engaged in refining the curriculum and in publicizing the program with the active assistance of the Provost and Dean of Continuing Education.

While the program will use the three-mode delivery system, it will experiment with various ways of breaking courses into smaller units and otherwise rearranging them, since all WCSU courses are 3 credits, requiring students to take four courses a term in some fashion.

C. Phase III (Implementing) Sites

California State University, Dominguez Hills

This institution, which currently enrolls 7,800 students, is a part of the California State University and College system. It is not yet represented by a faculty union, but has an election scheduled for sometime in 1981-82.

The program at Dominguez Hills, a FIPSE recipient, plans a January 1982 start-up, with the fall of 1980 devoted to recruitment and orientation of students. Dr. Anne K. Peters, Professor of Sociology, reports that the degree -- BA/GS -- has been secured. The housing unit will be Small College, with reportage to Dr. Kenneth Gash, Director of Small College and Associate Dean of University College.

The faculty will be mostly in-load from other departments, but if demand grows, part-time faculty could be hired. Program faculty currently identified are: Dr. Anne Peters, Frank Stricker (History), and Nancy Hollander (History) -- all full professors.

Dr. Peters indicates that the delivery structure will be TV-workshop-conference, with one faculty member responsible for evaluating students in the manner of the Weekend College Program. One currently unresolved problem is securing an adequate broadcast schedule.

External support has been gained from SEIU Locals 660 and 434, as well as UAW Local 216. In the near future, approaches will be made to

Honeywell, Northrup Aviation and a local senior citizens' center.

The Dominguez Hills program has the potential of a link-up with the Los Angeles Community College District.

San Diego and Imperial Valley County Community College Association

The principal actor at San Diego is Dr. Hal Enger, who first heard of the Consortium from a magazine article and later participated in the 1980 Teleconference.

Dr. Enger indicates that the SDIVCCCA has dealt with a variety of telecourses and was impressed with the TEP telecurriculum, finding it unique as a self-contained curricular package. Consequently, a number of TEP tapes were previewed, dubbed and distributed for evaluation among a number of colleagues.

At this point, enthusiasm is high, but Dr. Enger reports that local finances are such that he feels further discussion should focus on the pragmatics of financial assistance.

Kutztown State College of Pennsylvania

The principal actor at Kutztown State vis-a-vis the Consortium is Dr. Joseph Piscitelli, a biologist. Dr. Piscitelli first became acquainted with the idea of the Consortium when, as a representative to the legislature Assembly of the Association of Pennsylvania State College and University Faculties (APSCUF), he heard an address by Dr. John Aiken of the United University Professionals (SUNY) on PACE and the To Educate the People Consortium. Subsequently, Dr. Piscitelli requested and received a visit from a Consortium faculty consultant to begin exploring the possibility of adopting the model.

Kutztown State is a small, rural college located between Reading and Allentown, Pennsylvania. Dr. Piscitelli and his colleagues feel that the College is not doing enough in its outreach efforts, and that the College is well-situated between two urban areas to reach working adults, if only it had the proper vehicle.

An APSCUF Committee for Working Adults was formed of bargaining unit faculty members and an associate dean. This committee charged itself with exploring how the TEP model might be adapted to the Kutztown environment.

The Vice President of the College, who assumed this position in September, 1980, was originally cool to the idea of a TEP model. Since then, however, a new contract has come into effect which allows much more flexibility in fielding continuing education courses. Where formerly a section had to have twenty-eight students before being approved, the new contract allows faculty to independently negotiate salary for such courses, based on the number of students enrolled. With this increased flexibility for both faculty and administration, the Vice President has asked Dr. Piscitelli for a formal program proposal, which the Vice President will submit to the President.

Dr. Piscitelli states that he and his colleagues will conduct a recruitment campaign in the fall of 1981 and expect the program to be operational by February, 1982.

Asked to rate how helpful the Consortium had been in helping him to establish a program and what the Consortium might do for Kutztown in the future, Dr. Piscitelli responded that the recent national conference in Kansas City had been of "enormous benefit" to him on many levels, as had the work of the consultant, Dr. Ted Kotila, sent to Kutztown earlier this year. Dr. Piscitelli recommends more Consortium-wide events, regional conferences (e.g., the Pennsylvania TEP programs), and visiting consultants.

State University College of New York, Cortland

Interaction between officials and faculty of Cortland College has been occurring for some time. Several faculty members have visited Detroit to observe the original model and interview Consortium staff members. Recently, Dr. Ted Kotila, Assistant Director for Program Development at Weekend College, traveled to Cortland to continue discussions.

The principal figures at Cortland involved in planning for a TEP-type program are Dr. William Lowe, Dean of Continuing Education, and Dr. Marilou McLaughlin, Director of Sponsored Research. According to Dr. Lowe, the principle interest in implementing a TEP-type program lies in a strong commitment to interdisciplinary studies, which he and many of his colleagues share.

This interest is enhanced by the model's outreach philosophy and proven capability. Currently, Cortland is enjoying strong enrollment levels. Indeed, there are some at the College who feel that it is enrolling more students than it can handle effectively. Nevertheless, it is the feeling of Dr. Lowe and others that the institution should mount a more serious effort to attract working adults. Further, the College has been approached by local industry with requests that the College offer educational programs for their workers.

Both Dr. Lowe and Dr. McLaughlin think that a TEP-type program at Cortland could be the vehicle to resolve these concerns. Consequently, Dr. Lowe is directing a curriculum development effort and plans to approach all departmental chairs in the fall to secure necessary commitments. Barring unforeseen difficulties, an operational model should be on line by February, 1982.

University of Oregon, Eugene

The Labor Education and Research Center of the University of Oregon is currently operational and will begin classes in either September 1981 or January 1982. The Director is Dr. Stephen Deutsch.

The University of Oregon, Eugene Campus, enrolls about 17,000 students, and is part of the Oregon State System. The Eugene Campus faculty is not now represented by a union, but elections will soon be held.

The program has secured funding from FIPSE through the Consortium and has a proposal in to NEH. TEP-Eugene will use the three-mode delivery system for its humanities-based curriculum.

City College of New York

Dr. Stephen Leberstein of CCNY relates that a planning committee of the Professional Staff Congress (AFT) put forward a proposal to the Center for Worker Education, which was passed. The TEP-CCNY program will offer a BA or BS.

Briefly stated, the possibility of a TEP-CCNY began when Local 237 of the Brotherhood of Teamsters (primarily employees of the City Housing Authority), seeking to alter an existing educational program of theirs, approached Dr. Leberstein for help in planning and running the revised program. The plan is to merge the Teamster program with the TEP model. Dr. Leberstein is currently awaiting (with confidence) final approval for the plan from the Executive Board of the Center.

Funding is being sought from the State of New York. Also, a 2+2 program is being proposed with LaGuardia Community College. Classes are expected to begin in either September, 1981 or January, 1982.

LaGuardia Community College

This institution, which enrolls about 6,000 students, is part of the CUNY system and its faculty is represented by the Professional Staff Congress. According to the principal actor at LaGuardia, Dr. David Speights, the site hopes to establish a TEP-LaGuardia program by the Fall of 1982.

At this point, discussions indicate that the program will be housed in the Social Science Department, with the Director reporting to Dr. A. Kappner, Dean of Continuing Education. Further, release-time is now being sought for faculty to begin curriculum development.

According to Dr. Speights, the curriculum will match TEP telecourses with existing LaGuardia courses, adapted to conference and workshop formats. LaGuardia is expected to coordinate closely with CCNY's projected TEP program.

New Jersey Higher Education and Educational Television

An effort is underway to create a state-wide model program in New Jersey with institutional involvement of NJE-TV, Thomas Edison College, Rutgers and Essex Community College.

Dr. Frank Capuzzi of NJE-TV reports that the plan now being developed would have Edison College award the degree to students completing the program. Edison is a unique external degree-granting institution which is authorized to bank credit earned at other institutions in the State, awarding a baccalaureate based on a student's experience in the humanities, social sciences and natural sciences.

Rutgers has locations in the three major urban areas of New Jersey and a state-wide mandate. Further, its Labor Education Program -- one highly regarded by New Jersey labor -- offers the TEP program a "built-in" Advisory Council of thirty members, and will be important in the areas of recruitment and policy-making for the program.

A third key element is Essex Community College in Newark, with a very active media program, long experience and sophisticated facilities. Further, Essex is a member of the New Jersey Cable Consortium of State Community Colleges.

NJE-TV, itself, has a long-standing involvement in telecourses, being one of the most active post-secondary programs in the country.

Barring unforeseen difficulties, a skills development telecourse will be fielded in the summer of 1982 and a TEP model -- modest, but state-wide -- will begin operations in September, 1982. Curriculum review will begin fall, 1981 -- hosted by Essex Community College -- to which faculty and administrators from key institutions will be invited.

Athabasca University

Contact with Athabasca University began when the Executive Director of the Consortium, Dr. Eric Fenster, happened to meet in England with Dr. Ken Jones of the British Open University. Later, Dr. Jones accepted a position at Athabasca and began informally to disseminate the idea. Both he and Dr. Iain C. Taylor, Associate Professor and Coordinator of A.U.'s ACCESS Joint Project, were intrigued by the similarity between common outreach philosophy between TEP and Athabasca.

Consequently, the University sent four delegates to TEP national conferences, discussed telecourse acquisition with the Consortium, received Dr. Fenster as a consultant and invited Dr. Feinstein to present an address. Internally, recommendations were submitted to the Upper Administration for discussion of cooperation and adoption of the model, and the University became a formal member of the Consortium in 1979.

Asked to rate the probability of a TEP-type program being established at Athabasca, Dr. Taylor offered a rating somewhere between possible and probable. While internal discussions are continuing, the University has a new team in the Upper Administration and is also struggling with a number of institutional matters, primarily the issue of physically moving the University out of its present setting into a more rural area.

Despite these problems, Dr. Taylor has asked the Consortium to make ready to send a team of consultants to the University within the next 6-12 months.

D. Phase II (Feasibility) Sites

The Washington State System

There have been a number of efforts at various points within the Washington State Higher Education System to explore adoption of the TEP model. Initial interest eminated from the Provost's Office at the University of Washington, resulting in several meetings with public and private institutions conducted by Dr. Aldon Bell, Acting Director of Continuing Education at U.W.

These meetings, together with the October, 1980 TEP Teleconference, led to a series of actions by Dr. Frank Price, Assistant Director of the State Board for Community College Education. Dr. Price reports that he was initially impressed by the presentation of the idea during the Teleconference, but that he also had some concerns over how "exportable" a curriculum developed in Detroit would be to a region quite different. Further, he was favorably taken with the interaction within the Consortium between academic components and the labor movement. The State is quite unionized on the Westcoast side.

Both Dr. Price and Dr. Bell feel that the best strategy at this point would be to introduce the concept to the higher education system by developing an initial pilot program which would provide the experience of adapting the model to local conditions. It is anticipated that the initial program would later lead to the creation of a subconsortium of TEP programs.

For fiscal and organizational reasons, the University of Washington does not appear to be the point at which to enter the system. Instead, Dr. Price, working in close collaboration with Mr. Lou Stewart, a representative of the AFL-CIO for the State of Washington, is exploring a plan to introduce the TEP model to the State through a two-plus-two program between a community college and a four-year college, preferably in Tacoma.

To this end, Dr. Price and others have been in contact with PACE-Longview and the College for Working Adults to understand their efforts at 2 + 2 programs.

There are, however, some difficulties which must yet be overcome. For one, the political climate in the State has become more conservative and, consequently, state-level politics is dominated by those who emphasize a much more limited public role in higher education. Further, Dr. Price feels that more time is needed for the planning process and to secure an active role for labor in that process. Finally, and perhaps most critically, Dr. Price feels there is a great need for outside resources, given current internal limitations, to get structure and curriculum planning solidly underway.

Webster College

Webster College in St. Louis, Missouri, is a private, four-year, non-denomination school with an undergraduate population of1,200. It also has a graduate school, with extension campuses across the country. It has established cooperative programs with a number of community colleges and is working to develop more links with two-year institutions, such as St. Louis Community College.

Both PACE-Longview and the TEP Detroit offices have been in contact with Webster, including a recent one-day seminar with faculty and administrators. According to the TEP consultant who conducted the seminar, both the philosophical objectives and organizational structure of the model appeal to key members of the group. Following the seminar, several officials attended the TEP National Conference in Kansas City in May, 1981.

Dean Madden, Undergraduate College; Dr. Cogger, Coordinator, Corporate Based Education; Dr. Tom Oates, Director of the Media Center; and Dr. Michael J. Salevouris, Curriculum Coordinator, as well as others, are now studying the feasibility of a TEP start-up.

The University of Southern Maine

This institution in Portland has two campuses and several professional schools. The Provost, Dr. Kormondy, was formerly Provost of Evergreen State College in Washington and has a long history as an educational innovator. Although near Boston, the institution appears most interested in extending service to rural areas. The Provost has been visited by

Consortium staff members and he, in turn, has visited Detroit to discuss the model. Dr. Kormondy and his associates continue to consider the feasibility of a TEP-USM program.

School for Lifelong Learning

The TEP Consortium has been in contact with the School for Lifelong Learning (SLL), of the New Hampshire State System. The system includes the University of New Hampshire, as well as state colleges and several two-year institutions. Each element of the system has its own president, while the Chancellor of the system also serves as the Dean of SLL. Dr. Marvin Bobes of the Consortium has met with both the Chancellor and the SLL's five regional directors.

Established in the early 1970's by Thomas Bonner (now President of Wayne State), the SLL uses faculty from other system units (overload) to offer the BGS and AGS, with an emphasis on individualized learning. We feel that there is a tremendous potential for a TEPC program in this state. Southern New Hampshire appears to be a magnet for corporate headquarters, and the State experienced considerable population growth throughout the 1970's.

Even in the rural areas, no potential student is more than a half-hour away from a facility of the system. Further, these facilities are connected via closed circuit, and the system runs the PBS station.

SLL has ordered telecurriculum tapes from the Consortium for review, will begin to offer telecourses in 1981-82 to test the idea and gain experience toward a possible 1982 start-up of a TEP-type program.

Delaware County Community College

Contacts with D.C.C.C. appear to have begun when Dr. Larry Litecky, Director of TEP-Minneapolis, met with Dr. Eugene Kray, Dean of Continuing Education. Subsequently, Dr. Litecky was invited to hold a workshop for D.C.C.C. faculty and administration. Dr. Macaluso, former Associate Dean of Curriculum, also attended the Kansas City TEP Conference.

Dr. Macaluso prepared a report for the administration following the conference and has proposed formal Consortium membership.

While a number of matters must yet be worked on (i.e., administrative support, funding, etc.), a fall, 1982 start-up for Delaware seems possible. There is also a possibility of a 2 + 2 arrangement with West Chester State College.

A faculty committee will soon begin the process of curriculum review.

University of Cincinnati

Dr. Calvert H. Smith, Vice Provost of University of Cincinnati, attended a workshop in Detroit in 1979. He states that as a result of the workshop, he felt that a TEP-type program would be very beneficial for outreach efforts in southern Ohio.

Dr. Smith continued to pursue the feasibility of the concept. He recently attended the National Conference in Kansas City and plans to begin review of curricular material with faculty. These reviews will be conducted over the summer and fall of 1981. The possibility of a TEP-Cincinnati program appears quite possible.

E. Phase I (Exploring) Sites

Grand Valley College

The College first became aware of the Consortium through the 1980 Teleconference, attended by the Director of the Audiovisual Services and Telecourse Administration, Dr. James V. Gillette (now a corporate economist).

Grand Valley had started a telecourse program, but was attracted by the degree granting aspect of the TEP model, using a telecurriculum as an integral aspect of a coherent program.

Consequently, a proposal was submitted to the Deans' Council, which however is yet undecided as to which college would best house the program. Further, an institutional fiscal problem soon took priority over all other issues at Grand Valley.

In the opinion of Dr. Gillette, Grand Valley remains for the time at Phase I -- exploration of the idea and encourages TEP to continue discussions with administrative officials.

University of Louisville, University College

The University College of U of L offers an interdisciplinary program for adults. Consequently, former President Miller, and the Provost were attracted to the TEP idea in terms of their interest in teaching adults and the innovative use of television and conference.

As a result, three visits were made to Detroit by administrators and faculty members of University College, and the TEP Executive Director made a presentation to the College.

Both administration and labor were favorable to the idea, but the faculty was very concerned that their total numbers and the workload of each would make the creation of a new program manageable. Further, there occurred a change in administration and the appointment of a commission to study the future of University College.

At this point, Dr. Mark Blum, Associate Dean of General Studies and Co-Director of the Developmental Education Center, feels that, while the idea of a federation of humanities-based, interdisciplinary adult programs was well received, it is necessary to perform additional preparatory work to promote the concept at the University of Louisville.

Virginia Commonwealth University

Dr. David Hartman, Director of Continuing Studies and Public Service of the College of Humanities and Sciences, has been engaged in several efforts to introduce the TEP model to institutions in the Southeast, from West Virginia to Georgia. The results of most of these efforts are reported elsewhere in this chapter.

Regarding the State of Virginia, and Virginia Commonwealth in particular, Dr. Hartman made a presentation to representatives from fifteen colleges and universities of the Virginia system, but did not find enthusiasm for the idea. According to Dr. Hartman, these representatives tend to see the model as an unrealistic venture. Their own inclination is to emphasize vocational-type training over interdisciplinary studies and they feel that students would agree with them.

A further difficulty in this part of the country, according to Dr. Hartman, is that the relatively low level of unionization of the workforce reduces drastically the proportion of employees with tuition rebate benefits. This, in turn, makes the idea of a model for full-time worker/students less attractive.

As a final item of difficulty, Dr. Hartman described public higher education in Virginia as rather centralized, and offered that the Virginia State Council on Higher Education is not currently very anxious to approve new programs. Dr. Hartman concludes that further efforts in the State must involve the Council in exploring the model.

University of Wisconsin, Milwaukee

Dr. John Schroeder, Associate Dean for Student Academic Services and Special Programs, reports that he and his colleagues first became aware of the Consortium as a result of receiving a copy of O. Feinstein's, To Educate the People. Following discussion of the concept, representatives were sent to workshops in Detroit to gather more information, others were sent to national TEP conferences and regular correspondence was engaged in.

University of Wisconsin, Milwaukee was initially attracted by the similarity between TEP concepts and the University's own efforts to fulfill its urban mission. Consequently, meetings were conducted with University administrators, labor leaders, and members of the business community. Yet, Dr. Schroeder regards the possibility of establishing a TEP program as in abeyance for the moment.

It would appear that the critical issue for Milwaukee is access. The University is currently engaged in a major outreach effort involving businesses and communities. Courses are being offered at major shopping malls, banks, etc., at convenient hours. The curriculum offered, however, is a traditional one. The administration is very much in favor of such activities. Key decision-makers and those to whom they are most receptive do not evidence support for the TEP concept in particular, or the idea of a curriculum made relevant to a clientele, in general.

Dr. Schroeder, however, hopes to join with the Consortium in a discussion of telecurriculum development and production. UW-M has excellent production capabilities (recently producing a series entitled, "History of the Presidency") and is anxious to maximize usage.

Southern Illinois University, Edwardsville

S.I.U. operates a program based on the model of the British Open University concept of distance learning. It offers the standard O.U.-type package and is now broadcasting over cable. The Coordinator, Dr. John Taylor of Historical Studies, and Assistant Coordinator Dr. Andrea Starks, have maintained contact with the Consortium with a view toward possible collaboration, particularly in the area of telecourses.

State University of New York, Albany

According to Dr. Marc Salisch, Director of Community Education and General Studies, the idea of the TEP Consortium was first brought to SUNY-Albany by way of the TEP Newsletter, and the attraction was to an innovative model serving new constituencies.

The Consortium sent consultants to the College which, in turn, sent delegates to a TEP National Conference. Following this, a faculty steering committee was established and discussions were held with the President, administrators, faculty, staff and unions.

It does not appear to Dr. Salisch that the establishment of a TEP program at Albany is likely. One problem is that a cap has been placed on enrollment in all areas, although the College is still hiring new faculty and staff. Further, at several critical points in the system, the TEP concept has become part of the on-going management vs. union struggle. According to Dr. Salisch, despite the best efforts of his colleagues and himself, the PACE concept has reached an impasse at SUNY-Albany and he does not feel comfortable predicting when this impasse will be surmounted

Asked what he felt the Consortium could do to improve the likelihood of a program, Dr. Salisch responded that he felt the Consortium has done what it could, and asked to be kept included in the Consortium's outreach network.

Bunker Hill Community College

As a result of the 1980 TEP Teleconference, TEP has been in contact with Dr. Brent Bohmar, Dean of Continuing Education. Dr. Bohmar, who has been a strong advocate of educational television for many years, has examined TEP materials and received a TEP consultant.

Dr. Bohmar has recommended that an educational outreach effort along the lines of the TEP model be implemented at the Boston campus. Bunker Hill is currently reviewing samples of the telecurriculum.

A Final Note

As a final note in this section, it should be pointed out that, as events proceed, there is a clear need for some modification in the classificatory system. For example, we have at least one response from an institution which spent considerable time and energy evaluating the idea of a TEP model, but has firmly decided against it: the University of Pittsburg. There is also the case of a site which, having secured a FIPSE grant on its own, ran a modified TEP-type program for one semester and then placed the whole program in abeyance after a series of conflicts (over other issues) with the College administration: Ramapo College of New Jersey.

F. The International Dimension

The goal of overcoming barriers to higher education for working adults is universally acclaimed. Rapidly changing technologies, cultures, and economic changes have made higher education an ever-growing need for adult populations. Developing and developed countries alike have invented, and are experimenting with, a wide range of models in trying to achieve this goal.

The greater our experience with international collaboration, the more we realize its significance to our students, faculty, staff and all of our intellectual development. Modestly, we also become aware of the importance of our own effort to others.

In the original model at Wayne State, an early awareness of the international dimension led to the establishment of a working relationship with the British Open University. O.U. materials were used in the program. In time, exchange visits occurred and collaborative research on program students (graduates, drop-outs, etc.) conducted.

Further, student exchange visits have occurred, or are now being planned, with the University of Paris, Florence, Mexico, Canada, Poland, Nigeria and the Soviet Union. The program also requested that UNESCO send a top-level technical aid team to evaluate and make recommendations for the program.

Today, the To Educate the People Consortium is the heir to these and other similar efforts. Joint student exchange visits have occurred with other TEP programs for the Soviet Union and University of Paris. One is currently being planned for Togoland.

The Consortium was represented at, and presented a paper to (now published), the International Task Force on Continuing Education at its second meeting in Denmark (1980). There is strong interest in this model in a number of countries: Australia, Canada, United Kingdom, and Belgium.

G. The Labor Dimension

Given the TEP notion of access through collaboration, it has from the very start of the program developed close working relations with labor unions. In return, unions have not only helped in the recruitment of students, but in getting community support for the program and in advice on curricular needs of their members.

This relation has been most beneficial to all involved. At the local level, union officials and activists have brought thousands of their members into the program. At the national level, union education directors have linked the most interested people in their unions with higher education institutions which we identified as interested in working with them. Regional and metropolitan labor bodies have also been critical in spreading the word and in showing state systems, local institutions, and legislatures the importance of this model.

Unions representing faculty and staff in a number of state systems have been very active in their support of TEP. Not only does TEP provide education for large numbers of people who need and desire it (a social goal of all faculty unions) but it also allows the use of new technologies for the increase in faculty positions, rather than as a human replacement process.

An additional element in our collaboration with unions (and other organizations and institutions of working adults) is the concept that the equivalent of high school and community college feeder systems are the social organizations and institutions of adults. To provide continuing access and relations such feeder systems have to be linked to the educational institutions. The concept of peer-group work-site education counselors (educational stewards) is a direct evolution of this thought. This has led to TEP collaboration with the AFL-CIO LEAS Project.

Another consideration is that the labor movement has from its start been a prime champion in funding for education both through the tax system and through contractual relations with their employers. The TEP project, by making higher education available to workers, provides membership support for both negotiated tuition rebates and legislative support for education.

An interesting concluding note, it might be reported that the Consortium recently received a request from the Education Department of the UAW, International for information on the model to be sent to a labor leader in Kenosha, Wisconsin who, with rank and file support wants to pursue creation of a worker-oriented college program. This is not a case of a college pursuing workers to become students, but of workers pursuing a college which will allow them to become students.

6. Research and Evaluation: Work in Progress

As the Consortium matures and expands, its functions, including research and evaluation, will benefit from its experience and alter to meet new needs. There are currently a number of research and evaluation projects either underway or planned which may be of interest to the reader.

The Outside Evaluation Committee

The OEC's first year of existence may be seen as a period of testing appropriate methods of conduct. At its session during the 1981 National Conference, the Committee discussed methods of strengthening both its evaluation procedures and its ability to respond to needs. For the latter, the Committee determined to expand its membership to cope with both the greater expanded size of the operational Consortium and to adapt itself to the regionalization effort now underway within TEP. The Committee is also drafting an evaluation handbook as a result of its experience to facilitate the introduction of new members.

Currently, preliminary discussions are underway with a number of unevaluated programs regarding OEC visits for 1981-82 and the financial resources which these visits will require. This will prove to be an important phase in the TEP's transition to a self-supporting system.

Internal Research

Internal research is carried out by the Research Committee described in Chapter 3. The major projects being pursued by the Committee will be mentioned here, including some selected results from one particular study underway.

1. The Future of Common Data Collection Via NSS

To date, the effort at common data collection has met with mixed results. Although five studies on students being attracted to TEP programs have been produced (Brockport, Longview, Minneapolis, University of South Florida and Oshkosh), plans to systematically survey the new students in all programs have been restricted by a number of factors; most centrally, the lack of a qualified researcher in each program. Further, it appears unlikely that all the programs will be able to provide the personnel and operating expenses which the task requires. Consequently, the Committee requires outside support.

A first proposal will be directed to N.I.E. The New Student Survey -- the basic instrument for common data collection -- is an adaptation of a form developed by the B.S.S.R. for an N.I.E.-funded study of the graduates of non-traditional programs. There are, then, existing data which supplements and extends that of the national study. It will be proposed that N.I.E. support a long-term study by providing funds for personnel and expenses in as many TEP programs as possible.

2. Comparative Analysis of Existing Data

Data from the five NSS studies already completed will be merged in Detroit for a comparative analysis and a report over Summer, 1981. This report will also form a part of the N.I.E. proposal.

3. Common Reporting Format

The Research Committee is developing a common reporting format (CRF). The implementation of such a procedure will become increasingly important as the Consortium doubles and triples in membership. While the desirability of a CRF is agreed to by the Committee in principle, members must consult with their respective programs on the accessibility of nine basic types of data for mid-term reporting:

1. Total number of students enrolled each term
2. Total number of new students each term
3. Total credit hours generated by the program each term
4. Number of courses offered each term
5. Median age of the students
6. Sex ratio
7. Racial-ethnic composition
8. Enrollments by division (e.g., Social Science, etc.)
9. Enrollments by year of study (e.g., freshman, etc.)

Some of these data will be very easy to obtain; others will be difficult, perhaps impossible. Nevertheless, it is important to the operation of the Consortium that its members have these kinds of data accessible in systematic fashion.

4. A Computerized Data Base

Another project is the creation of a common computerized data base. The function of the project is to make accessible to all program directors and their designated researchers information on their own students, as well as on the students of other TEPC programs, regarding demographic characteristics, course enrollments, grades, financial standing, and so on. Information of this sort is important to a continuing self-analysis within the Consortium as a whole, and to the generation of new funding. It would perform a similar function for local program directors -- often making accessible to them information on their own students now scattered in the various files of their institution's computers.

5. Special Projects

A. One special project now in the planning stage is a longitudinal, action-research project in cooperation with the Research Department of the British Open University. A design is being worked on by Committee resource person, Mr. Alan Woodley of O.U. Richard McMann, Coordinator of Research and Evaluation, TEPC, will consult with Woodley on the project in July, 1981.

B. The Parent-Child Study is attempting to understand the impact on children's scholastic performance and attitudes when blue-collar parents attend college. Supported by Wayne State and the National Institute of Education, this study has surveyed current and former

Weekend College students who are also UAW workers.

While the data are still being analyzed, and interviews have not yet been scheduled, preliminary results suggest that parents do perceive that their college experience as having a positive effect on their children's scholastic attitudes and performances. One particularly intriguing suggestion is that of greater effects among Blacks.

The Parent/Child Study is now being replicated at Longview, and considered at Minneapolis.

C. The Graduate Study

Responses to 254 questionnaires have been entered into the computer for analysis. The questionnaire used was developed by the National Institute of Education for a national survey of External Degree Program graduates, the results of which were published in four volumes in 1978. It is the original version of the TEP "New Student Survey."

In the NIE study, all those surveyed had held their degrees for at least two years while a large part of our sample received the BGS as recently as June, 1980 - and there was less time for effects to occur. Some preliminary comparisons are presented below.

Q. What is the highest degree you expect to obtain in your lifetime?

	USWC		
	All	2yr+	NIE
Bachelor's	4.6	4.8	6
Master's	68.5	63.5	44
Doctorate	12.1	15.9	24
Undecided	14.7	15.9	25

Thus, about 80% of USWC graduates, compared to 68% of the NIE survey, intend to seek higher degrees.

Q. Since completing your degree, have you applied to any further degree program?

	All	2yr+	NIE
Yes	41.8	52.6	54

Respondents were given space to explain the results of their applications to up to three advanced degree programs. Inthe NIE survey, 4% were not admitted to any graduate program. The results below show the outcome of USWC graduates to their first choice institution.

	All	2yr+	
Not admitted	12.1	8.1	Most of these tried other programs.
Pending	9.9	2.7	
Admitted, but did not enroll	11.0	2.7	
Admitted and enrolled	57.1	70.3	
Enrolled, but dropped out	9.9	16.2	

Of USWC graduates, only 1% was not admitted to any program.

USWC graduates were asked a series of questions about whether they experienced unusual problems for admission because of their BGS degree (additional tests or references required, probationary status, etc.). Those who answered "yes" to any of these questions ranged from 2 - 9% of those who applied. To the general question: "Do you think you experienced special problems with your application (e.g., unusually long time to process your application, denial of admission, etc.) because of your BGS degree?" -- 7.6% of US/WC graduates said "yes", compared with 14% in the national study.

We thus see that US/WC graduates, in their great majority, want to go on to further degrees, that many have already applied to do so (and some have received them), that they experience almost no prejudice because they hold the BGS, that virtually all are admitted, that the results are comparable or better than a national sample.

7. Concluding Note/Acknowledgements

The document has been a first report on research and evaluation efforts of the To Educate the People Consortium. These chapters have been offered not as conclusive evidence of success or failure in reaching any particular goal, but as material for the reader to examine both the extent of the Consortium's effort to systematically study its own developing nature and to the kinds of information which it is producing. In addition, suggestions have been made as to the future direction of these efforts.

Many persons participated in the efforts which this document reports. Most are named in the various chapters. Others, however, must be acknowledged here. These are: TEP staff members Polly Alpert, Lynne Standley, Vladimir Vujic, Gary Saganski; and US/WC faculty, Professors E. Fenster, M. Bobes, T. Kotila and M. Daher.